

# *The New York State Model For Comprehensive K-12 School Counseling Programs*



**Dr. Carol Dahir**  
Assistant Professor  
Counselor Education  
New York Institute of Technology

**Deborah Hardy**  
Chairperson School Counseling  
Irvington School District

**David Ford**  
School Counselor  
Queensbury Union Free  
School District

**Douglas Morrissey**  
School Counselor  
Canajoharie High School

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PO Box 217  
Leicester New York 14481  
877-NYSSCA1  
[www.NYSSCA.org](http://www.NYSSCA.org)



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PO Box 217

Leicester New York 14481

877-NYSSCA1

NYSSCA1@aol.com

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## **Preface**

### **The Essential Role of the School Counselor**

**A**ll essential educators are committed to providing the optimal educational experience for their students over the course of their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with their students for most of their waking day. As it is with parents, teachers are in the “middle of it all”. And because they are concerned with teaching their curriculum, managing the class as a whole, reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable. They are managing their class on a macro level, while trying to identify the micro needs of 30 or more students.

The administrator also is concerned with the student, but their reality is to bring bureaucracy to a human level... an educational level. They do this while making pivotal business decisions required in any well-running organization. Although they to are concerned with well being of the student, their position is often quite removed.

The role of the school counselor is one that it growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the one-on-one needs of not only the “student-in-need”, but all students.

The school counselor is often thought of as the intermediary of all those actively contributing to the education of the child. But intermediary often connotes an “after-the-fact” contribution. This is farthest from reality in regard to the role of today’s school counselor. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor in regard to that student. Equally as important though, is the counselor’s job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future also.

The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child though their educational life to become their personal best.

The sensitive balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels and at all times. It is an indispensable, monumental and forward-thinking position, which is irreplaceable in the education of a child.

*Stephanie Lerner*

*Author of Kids Who Think Outside the Box:  
Helping Your Child Thrive in a Cookie Cutter World*

## **Acknowledgements**

### **Editors and Program Coordinators**

**Dr. Carol Dahir**  
Assistant Professor  
Counselor Education  
New York Institute of Technology

**David Ford**  
School Counselor  
Queensbury Union Free School District

**Deborah Hardy**  
Chairperson School Counseling  
Irvington School District

**Douglas Morrissey**  
School Counselor  
Canajoharie High School

### **Program Development Committee**

**Carol A. Dahir, Ed.D.**  
Assistant Professor  
Counselor Education  
New York Institute of Technology

**Janet Gelinas**  
Regional Governor  
New York State School Counselor  
Association

**Deborah Hardy**  
Coordinator  
New York State School Counselor  
Association

**Douglas Morrissey**  
President, 2004-2005  
New York State School Counselor  
Association

**Dr. Rachelle Perusse**  
Counselor Educator  
University of Connecticut

**Angela Reformato - Solomon**  
Regional Governor  
New York State School Counselor  
Association

**Charles Todd**  
Past President  
New York State School Counselor Association

### **Program Review Committee**

**Jacquee Albers**  
New York State Education Department

**Renee S. Annacone**  
School Counselor  
Ausable Valley Central School



**Carol Beddel**

Retired School Counselor  
Lancaster Central School District

**Jessica Cooper**

School Counselor  
Mt. Markham Middle School

**Dr. Janice Delucia-Waak**

Counselor Educator  
State University of New York at Buffalo

**David Ford**

School Counselor  
Queensbury Union Free School District

**Dr. Donald Haight**

Counselor Educator  
State University of New York at  
Plattsburgh

**Abby Hirsch**

Counselor Educator  
Mercy College

**Nicole Neale-Lippitt**

School Counselor  
Milford Central School

**Dr. Karen Mackie**

Warner School of Education  
University of Rochester

**Christopher Perozza**

School Counselor  
Plattsburgh City School District

**Dr. Emily Phillips**

Counselor Educator  
Department of Educational Psychology  
and Counseling  
State University of New York at  
Oneonta

**Jeffery Rogers**

School Counselor  
Barker Central School District

**Anne Schiano**

New York State Education Department

**Edward Schlissel**

Retired School Counselor  
Newburgh City School District

**Contributors**

**American School Counselor  
Association**

Alexandria, VA  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

**Arizona Department of Education**

Phoenix, AZ  
[www.ade.state.az.us](http://www.ade.state.az.us)

**Arizona School Counselor Association**

[www.azsca.org](http://www.azsca.org)

**Dr. Louis J. Bamonte**

Chairperson of Guidance  
Walter G. O'Connell Copiague High  
School

**Joan Cawley**

School Counselor  
Bear Road Elementary  
North Syracuse Central School District

**Connecticut Education Department**

Hartford, CT  
[www.state.ct.us/sde](http://www.state.ct.us/sde)

**Paula Curci**  
School Counselor  
Sewanhaka High School

**Carol A. Dahir, Ed.D.**  
Assistant Professor, Counselor  
Education  
New York Institute of Technology

**Delaware Education Department**  
Dover, DE  
[www.doe.state.de.us](http://www.doe.state.de.us)

**Education Trust**  
Washington, DC  
[www.edtrust.org](http://www.edtrust.org)

**David Ford**  
School Counselor  
Queensbury Union Free School District

**Dr. Norm Gysbers**  
Co-director, Center for Research in  
Career Psychology  
University of Missouri  
Columbia, MO

**Deborah Hardy**  
Chairperson School Counseling  
Irvington School District

**Merill Prentice Hall**  
Columbus, OH

**Moreno Valley Unified School District**  
Moreno, CA

**Douglas Morrissey**  
School Counselor  
Canajoharie High School

**Anne Morrone**  
School Counselor  
Norwich Middle School

**New York State Education  
Department**  
Albany, NY  
[www.nysed.gov](http://www.nysed.gov)

**Erin Russo**  
School Counselor  
Canajoharie High School

**Sallye Sadlocha**  
School Counselor  
Valleyview Elementary School

**Sydney Scalici**  
School Counselor

**The Search Institute**  
Minneapolis, MN  
[www.search-institute.org](http://www.search-institute.org)

**Carolyn Stone**  
Associate Professor, Counselor  
Education  
University of North Florida

**Charles Todd**  
School Counselor  
Martha Brown Middle School

**Robert Wilkins**  
Retired School Counselor  
Past-President  
New York State School Counselor  
Association

## Foreword

The New York State School Counselor Association is pleased to offer this final version of *The New York State Model For Comprehensive K-12 School Counseling Programs*. Formerly known as the *New York State Comprehensive School Counseling Program*, *The New York State Model* is the result of input from countless school counselors and counselor educators from around the state. Those professionals guided the development of this document and we thank them for their input.

We owe thanks to our parent Association, the American School Counselor Association. ASCA's vision for the future of our profession led to the development of the *National Standards for School Counseling Programs*, the *National Model for School Counseling Programs*, and many other innovations. ASCA's leadership and vision has allowed those of us in the field to innovate and grow.

As with any publication of this type, many people put countless hours into the creation of *The New York State Model*. Few people had as great an impact on this document as the three people who I had the pleasure of working with on its creation. Dr. Carol Dahir, David Ford, and Deborah Hardy are to be commended for their dedication to this task. Without their expertise this document would never have been completed. None of these three people would ever ask for our thanks, but they truly deserve our appreciation.

*The New York State Model* is the centerpiece of NYSSCA's effort to transform professional school counseling in our state. In support of this document, the Association also offers a series of activities manuals providing ready-made developmental activities for counselors to use in their work every day. Additionally, the Association offers an expanded, detailed version of *The New York State Comprehensive School Counseling Program Crosswalk*. Highlighted in the pages that follow, the expanded *Crosswalk* is an in-depth look at the relationship between the New York State Learning Standards and *The National Standards for School Counseling Programs*. Information on each of these publications can be found online at [www.NYSSCA.org](http://www.NYSSCA.org).

Why does school counseling need transformation? That is what this publication is all about. As education changes around the state, as the demands on both students and educators increase, our profession must transform itself to address those changes. The pages that follow offer cutting edge theories on building and managing school counseling programs in schools around the Empire State.

We hope *The New York State Model For Comprehensive K-12 School Counseling Programs* will help you improve the work you do with students every day. NYSSCA is dedicated to meeting the needs of professionals for the benefit of students in schools across New York. Thank you for your continuing support.

Douglas Morrissey  
President, 2004-2005  
Canajoharie High School

## **Executive Summary**

*The New York State Model for Comprehensive K-12 School Counseling Programs* provides knowledge and tools to help school district administrators and school counselors examine current school counseling practices and services and align them with the *ASCA National Standards*, the *ASCA National Model*, and the expectations of the New York State Education Department. *The New York State Model* supports the overall mission of the school by promoting student achievement, career planning, and personal social development for every student. School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student will have access to a quality and equitable education.

*The New York State Model* consists of four interrelated components: the foundation, the delivery system, the management system and accountability. The design, development, implementation and evaluation of the school counseling program is accomplished through effective collaboration with students, parents, faculty, administrators, and community, business, and higher education partners. *The New York State Model* helps school counselors focus on blending affective development with academic achievement and supports the accountability expectation of the New York Department of Education's school improvement plans and *No Child Left Behind*.

School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. (American School Counselor Association, 1997)

## **Introduction: School Counseling In New York State Leaves No Child Behind**

*Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.*

American School Counselor Association, 1997

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of *No Child Left Behind* (2002) New York State school counselors apply their professional knowledge and skills to best serve every student so that ***all*** will achieve success in their academic achievement, their personal-social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *No Child Left Behind*.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career and personal/social development for every K – 12 student. These changes also encourage counselor educators to align master's level preparation with students' developmental needs and school improvement.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. Each school building and district can personalize the program according to the needs identified through data.

School counselors can play a significant role in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

## **Overview: The New York State Model For Comprehensive K-12 School Counseling Programs**

**Section 1: The Transformed School Counselor** discusses the need for leadership, advocacy, and accountability in the profession.

**Section 2: The State of Education in New York** details the educational initiatives in New York State that work hand in hand with comprehensive school counseling programs. These initiatives include, but are not limited to, the New York State Learning Standards, Academic Intervention Services, The Career Development and Occupational Studies (CDOS) standards, and the Career Plan Initiative.

**Section 3: Understanding the Student** investigates the impact of learning style on academic achievement and the role of school counseling programs.

**Section 4: Determining the Need** offers school counselors a series of activities they can use to assess the state of their current program and begin the process of developing a comprehensive school counseling program.

**Section 5: Foundation** describes the foundation elements of school counseling programs, such as the philosophy, vision, and mission statement.

**Section 6: Delivery System** examines methods for delivering a school counseling program. By examining the components of a delivery system, school counselors can determine the amount of time they need to spend on each component.

**Section 7: Managing the System** discusses methods for program management. These include annual and monthly calendars, monthly reports, service logs, and the school counseling advisory committee.

**Section 8: Accountability** looks at the most important aspect of a school counseling program, accountability to the program's constituents and a purposeful alignment to school improvement. Methods for ensuring school counselor and program accountability are offered. The forms and activities offered in this section are offered as examples only. They should be modified to meet the needs of individual counselors and schools.

**Section 9: Sample Curriculum Activities** offers nine examples of school counseling activities based upon ASCA's *National Standards for School Counseling Programs* and the New York State Learning Standards. These activities are easily replicated and demonstrate the ease of addressing the standards in a comprehensive school counseling program.

**The Appendices** provide supporting materials for the *New York State Model for Comprehensive K-12 School Counseling Programs*. Included are state regulations, ethical standards, the New York State Learning Standards and other information that must be addressed when implementing comprehensive school counseling programs.

The development of any program is a process of continuous improvement, not a one-time event. The comprehensive model uses data as a powerful planning tool making school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

## One: The Transformed School Counselor

In order to develop and implement a comprehensive and standards-based counseling program which is proactive and designed to reach and assist every student in the school, a new vision and a wider range of skills are necessary for the contemporary school counselor. Transforming School Counseling, an initiative of the Education Trust (1997), examined the preparation of school counselors and both identified and advanced the skills that practitioners need to successfully ensure that every child can succeed and achieve (see Appendix H).

In the spring of 2004, school districts in New York were invited to send their school counselors to multi-day professional development activities in the Transforming School Counseling Initiative. By using skills in leadership, advocacy, collaboration, and data analysis, counselors can focus on the goal of improving student achievement and creating the changes needed to impact the system.

Counselors will always use their counseling, consultation, and coordination skills. However, as counselor training and professional development incorporate leadership, advocacy, collaboration and teaming, and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the school setting (House & Martin, 1998).

As leaders and advocates, school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student (Stone & Dahir, 2004). Keeping in mind “students first,” school counselors ensure that every student benefits directly from the school counseling program.

The Practice of the Traditional School Counselor	The Practice of the Transformed School Counselor
<ul style="list-style-type: none"><li>➤ Counseling</li><li>➤ Consultation</li><li>➤ Coordination</li></ul> <p><b>Service-driven model</b></p>	<ul style="list-style-type: none"><li>➤ Counseling</li><li>➤ Coordination</li><li>➤ Consultation</li><li>➤ Advocacy</li><li>➤ Teaming and Collaboration</li><li>➤ Data-driven/Results-based</li><li>➤ Use of Technology</li></ul> <p><b>Data-driven and standards-based model</b></p>



## **THE COMPREHENSIVE MODEL**

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies competencies for students and uses varying strategies to deliver the content of the program to every student (National Consortium for State Guidance Leadership, 2000). Most importantly, the comprehensive program links school counseling to the total educational process and involves all school personnel (Stanciak, 1995).

### **Developmental School Counseling**

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K through 12 experience is essential. Developmental school counseling:

"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and

includes counselors who provide specialized counseling services and interventions" (Myrick, 1997).

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and, a guidance curriculum that is sequential, age appropriate, planned and organized (1997). Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the national standards and competencies to every student.

### **Results-Based Accountability**

"Results-based" guidance is also a competency-based approach. Developed by Johnson and Johnson in the 1980's, an emphasis is placed on a total pupil services approach and the student is the primary client (1991). This approach also emphasizes the importance of students acquiring competencies to become successful in school and in the transitions from school to postsecondary education and/or to employment. At the heart of "results-based" school counseling is accountability to the student and to the building administrator. Management agreements between the principal and individual counselor are a means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and responsive services. The National Standards and the competencies selected by the school or district guide

the development of the program content for student growth and achievement in the academic, career, and personal/social domains are an integral part of individual planning, guidance curriculum, responsive services, and system support (Gysbers & Henderson, 2000).

The school counseling program is now organized as an integral and essential part of the broader school mission (Gysbers & Henderson, 1997). The evolution of comprehensive and developmental school counseling and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools (Gysbers, 2001). School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil services personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues (Dahir, 2001; Gysbers & Henderson, 2000; Myrick, 1997). Random acts of guidance are no longer acceptable in 21<sup>st</sup> century schools (Bilzing, 1997).

The recently released final version of ASCA's *National Model for School Counseling Programs* (2003) incorporates the national standards, the comprehensive process, results-based accountability and considers the

developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program,
2. **The delivery system** which defines the implementation process and the components of the comprehensive model, i.e., guidance curriculum, individual planning with students, responsive services, and system support,
3. **The management system** that presents the organizational processes and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements of responsibility, use of data, action plans, and time and task analysis; and,
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impact over time, performance evaluation, and a program audit.

The *National Model for School Counseling Programs* speaks to the importance of having an accountability system and an organizational framework that documents and demonstrates "how are students different as a result of the school counseling program?" A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success story for students and are partners in student achievement.

## Two: The State of Education in New York

A primary goal of the *New York State Model for Comprehensive K-12 School Counseling Programs* is to align school counseling to the objectives of, and the learning standards delineated by, the New York State Education Department (NYSED).

### NEW YORK STATE EDUCATION DEPARTMENT:

#### OFFICE OF ELEMENTARY, MIDDLE, SECONDARY, AND CONTINUING EDUCATION

Among NYSED's many offices, it is the Office of Elementary, Middle, Secondary, and Continuing Education (EMSC) that has the greatest impact on this model.

In December 2000, EMSC promulgated a strategic plan to guide the office as it seeks to ensure all students meet or exceed high learning standards at all educational levels. *The New York State Model* closely aligns with the goals set forth in EMSC's strategic plan in several ways.

First, three of EMSC's strategic objectives are addressed in *The New York State Model*. The first of these is the office's goal to "Implement Higher Standards For All Students." That is, the office wishes to use "...research-based standards and assessments that reflect the knowledge and skills that will enable students to succeed in a dynamic world."

Comprehensive developmental school counseling programs, as outlined in *The New York State Model*, are research based. They are continually refined based upon data indicating their effectiveness. The goal of such programs is to provide students with those skills not directly addressed in academic programs that will allow them to succeed in a dynamic world. Subsequently, these programs meet several of the performance indicators outlined by EMSC in its strategic plan. Among those indicators are increases in student attendance and student completion rates and a decrease in student suspension rates. Comprehensive counseling programs offer programs specifically designed to address those areas.

The second of EMSC's strategic objectives is to "Build Local Capacity." The office hopes to "raise the achievement level of all students, especially those in high need, low performing schools and schools in crisis, by creating a safe, nurturing learning environment." School counseling programs address student safety by providing programs on violence prevention. Further, they address the needs of students in low performing schools and schools in crisis by using research based techniques to overcome the barriers such students face. These programs expose students to experiences designed to encourage such students to overcome the hurdles they face everyday.

EMSC outlines a number of performance indicators regarding this strategic objective. This program addresses two of those indicators. By

providing developmentally appropriate career guidance activities, school counseling programs increase the percentage of students in high needs districts obtaining Regents diplomas. Further, it will increase the percentage of school personnel participating in effectively planned and delivered professional development by building time into the work day of school counselors for such activities. Professional development is an important supporting activity in the implementation of comprehensive developmental school counseling programs.

Finally, EMSC notes the need to “Report Results and Promote the Effective Use of Strategic Data” as a strategic objective. It encourages the use of meaningful data in planning and decision making leading to students meeting the learning standards. Comprehensive school counseling programs are data driven, using the results of program assessments to plan future activities and determine program effectiveness.

Performance indicators for this objective include an “increase in local capacity to maintain and effectively use data for decision-making.” This program offers school counselors tools to collect data for decision-making. It presents program assessment as integral to the impact of comprehensive developmental school counseling programs. The tools and strategies outlined in this program allow building- and district-wide school counseling programs to continually update and improve themselves based on data collected from program activities.

## **NEW YORK STATE LEARNING STANDARDS**

What makes this document an effective tool for New York is its relevance to state educational reform. *The New York State Model For Comprehensive K-12 School Counseling Programs* incorporates the New York State Learning Standards. In each of the educational domains, curriculum development and activities, school counselors must identify which competency in the learning standards is being addressed. This component of the program is the management tool for a functional program that defines effectiveness.

School counselors can use the data from their activities aligned to the New York State Learning Standards to evaluate their school counseling curriculum. School counselors can identify the needs of children based on results from the activity, identify students who are meeting the goals of the activity, evaluate the needs of school counselors and provide for professional development.

School Counselors can also use the New York State Learning Standards as a means to involve administrators and parents in the school counseling program. Activities aligned with the New York State Learning Standards provide areas of strength in the school counseling program, expand activities to achieve student success, update technological needs related to the profession and increase resources. For parents, the information can show the strengths and weaknesses of children, how the school counselor is meeting the student’s needs, what areas the student needs to focus on to succeed, and incorporate the home support in all domains of the program.

## **New York State and Educational Regulations**

### **No Child Left Behind (NCLB)**

“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

*No Child Left Behind* (2002)

No Child Left Behind promises that all students will meet high standards in academic performance and personal behavior. The goal is to provide students with the necessary skills to achieve in the classroom and compete in the global marketplace. School counselors guide students in developing the needed skills through a comprehensive program that improves the academic, personal/social and career domain.

School counselors in New York can incorporate the NCLB provisions in developing a local school counseling program by focusing on the provisions established by the law. NCLB states that all students must meet the required standards set by the New York State Learning Standards in order to be better prepared for higher education and the competitive world. School counselors are trained and certified professionals who can develop and provide curriculum work related to study skills, career choices, college opportunities and other activities that aid in acquiring resources and opportunities for success.

“Research suggests that high-quality counseling services can have long-term effects on a child’s well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services also can improve a student’s academic achievement. Studies on the effects of school counseling have shown positive effects on students’ grades, reducing classroom disruptions, and enhancing teachers’ abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students’ mental health needs”

(NCLB 2001)

Below are provisions established by the New York State Education Department pertaining to closing the educational gap and implementing higher standards for ALL children:

- Stay the course of the standards and reach beyond
- Strengthen teaching
- Improve classroom instruction through technology
- Retain and recruit effective school leaders
- Ensure success by giving students extra time and help they need and by removing barriers to learning
- Give students a strong, successful start in education
- Help schools be accountable for student success
- Commit resources
- Build partnerships
- Communicate the need to close the gap and the consequences for not succeeding

A school counselor should, but is not limited to:

- Provide students with support services, through AIS requirements in order to reduce barriers for learning
- Assist in bridging the gap through individual student planning and focusing on the knowledge that ALL students can learn
- Maintain data as a factor for accountability and effectiveness of programs
- Participate in the school system's leadership teams ensuring an environment for learning and student success.

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## **SAVE LEGISLATION**

### *Safe Schools Against Violence in Education*

Creating and maintaining a safe environment is everyone's responsibility. The New York State Education Department has made a commitment to provide positive learning for students in order to achieve academic success. School climate is key to engaging students in their learning and promoting academic, career and personal/social achievement. School counselors can be involved in the listed provisions of the SAVE (Safe Schools Against Violence in Education) Legislation:

#### **1. Developing a School Safety Plan:**

- a. All school members, including school

counselors should participate in plan development.

- b. Plans should utilize prevention in a comprehensive format.
- c. Developing activities to encourage safe educational environment.
- d. Identify school and student needs through the use of data.
- e. Define roles and responsibilities of personnel.

#### **2. Coordinate Building Level Emergency Response Plans**

- a. Participate in emergency response team.
- b. Work on establishing policies and procedures for communication with parents.
- c. School safety training for students and staff.
- d. Improve communication between students and staff.

#### **3. Codes of Conduct**

- a. Promoting appropriate Dress and Language.
- b. Establishing procedures for Parental Notification.
- c. Developing procedures for referral and communication with outside agencies.
- d. Provide prevention/intervention activities for code violations and disruption of pupils.

#### **4. Removal of Students**

- a. Coordinate intervention activities for disruptive students.
- b. Review educational plan for removed student.
- c. Advocate for student at meetings.

#### **5. Uniform Violent Incident Reporting**

- a. Interpret all data regarding violent incidents, number of suspensions, and ages and grades of students disciplined.
- b. Establish a prevention/intervention program for students.

#### **6. Health Curriculum:**

- a. School Counselors should participate in teams reviewing health curricula
- b. Provide classroom activities on prevention.

#### **7. Child Abuse Reporting:**

- a. School counselors are defined as mandated reporters.

Under the provisions of the SAVE Legislation, schools are mandated to provide instruction in Civility, Citizenship and Character Education. This K-12 instruction reviews the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other positive traits. School counselors, under the standards of personal/social skills, play a key role in providing activities related to Character Education. In a comprehensive

program, school counselors give support to classroom teachers mandated to provide the instruction in the above-mentioned areas.

A comprehensive school counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced drop out rates
- Understanding of the importance of learning

Adapted with permission from the NYS Education Department

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation demand school counselors create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace the opportunity to incorporate components of the SAVE Legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

## **New York State and School Counseling Domains**

Research has shown that effective activities and a comprehensive school counseling program can improve students' academic achievement and school climate, improve student character, assist in bridging the educational gap and pursuing higher education and focus on student success. The comprehensive program aligns the state requirements to the three domains of school counseling: academic, personal/social and career. A comprehensive school counseling program is unique in identifying state requirements and regulations that need to be considered as a component of the program.

*The New York State Model* is based on the American School Counselor Association's *National Standards for School Counseling Programs*, which identify the academic, personal/social, and career domains. These domains encompass competencies for all students.

### **Academic Domain**

#### **STANDARD A**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **STANDARD B**

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

#### **STANDARD C**

Students will understand the relationship of academics to the world of work, and to life at home and in the community

#### **ACADEMIC INTERVENTION**

##### **SERVICES**

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction);
- Student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to students' needs as indicated through State assessment results and/or a district-approved procedure that is consistent throughout the district at each grade level.

Student support services are interventions that address barriers to student progress in State learning standards requiring AIS and may include, as needed, school counseling services to improve attendance, coordination of services provided by other agencies and study skills instruction. Support services do not include direct academic instruction.



Barriers to Student Academic Progress that student support services might address include, but are not limited to:

- Attendance Problems
- Discipline Problems
- Family-Related Issues
- Health-Related Issues
- Nutrition-Related Issues
- Mobility/Transfer Issues

Adapted from the NYS Education Dept./Part 100.1 (g)/ 2000

## **Personal/Social Domain:**

### **STANDARD A**

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

### **STANDARD B**

Students will make decisions set goals, and take necessary action to achieve goals.

### **STANDARD C**

Students will understand safety and survival skills.

## **YOUTH DEVELOPMENT**

The personal/ social domain focuses on the development of the child or adolescent as an ongoing process in which skills and competencies need to be built upon in order for them to be successful in their daily lives. The school counseling program centers on the positive attributes of children and develop their strengths.

Research in New York State has found that children need the following:

- To become active citizens, workers and adults in the community
- To be acknowledged for their talents and strengths
- To understand the consequences of negative behavior for personal/social reasons

Youth development encourages individuals to actively shape their own development through their choices and perceptions. A critical element of youth development is that youth have the opportunity to interact with and learn from positive adult role models. Research has identified specific characteristics that can be attributed to adults who work and play with children and adolescents, as well as characteristics of activities that promote positive youth development.

The adults are:

- Companions, providing time and genuine presence
- Supporters, offering emotional support
- Teachers who know something youth want to learn and are willing and able to share it
- Positive role models for children and adolescents; and
- Challengers who stretch youth

The Activities are:

- Goal directed and purposeful
- Ongoing
- Important, meaningful to both the adult and the child or adolescent involved; and
- Challenging, balancing challenge with supports

Adapted with permission from NYS Ed. Department-Student Support Services/Youth Development

School counselors create opportunities for children in school, at home and in the community through a comprehensive program that addresses factors that influence youth development. Activities can be centered around, but are not limited to: self-esteem, building family relationships, improving peer communication, problem solving, setting personal goals, positive role model identification, reducing school absenteeism, and decreasing school failure.

School counselors engage youth in mentoring, emotional support, and skill building activities in an ongoing developmental process. School counseling programs should include the family and community in building a positive approach to student success and learning, and in reducing at risk factors.

Below are sample models that have used research to provide programs that assist schools, families and communities to become partners in positive youth development.

## **THE ASSET MODEL**

New York State has identified the Search Institute's Healthy Communities- Healthy Youth campaign and the 40 developmental assets highlighted in that program as one of the models for youth development. Through a collaborative approach, communities work together in building a positive environment for youths. However, in order for the model to be functional, the collaboration must identify students' needs, reduce risky behavior and promote developmental assets.

School counselors are seen as Asset Builders as defined by the Search Institute. The asset approach identifies

40 positive experiences and qualities, set in eight categories of human development.

The research recommendeds:

- Engaging youth in required acts of helpfulness
- Being an optimistic, caring leader/counselor/facilitator
- Providing more intensive interventions for those most "vulnerable"
- Focusing on addressing the protective factors, competencies, strengths, and sources of environmental support in addition to weaknesses, deficits and risk
- Assuring that caring connections continue
- Avoiding referring to children as "high risk"
- Providing bonding similar to an extended family
- Encouraging meaningful participation

With this, the Asset Categories were established:

External Assets (external structures, relationships and activities):

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

Internal Assets (internal values, skills and beliefs):

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

How can a school counselor be an asset builder? Here are some ideas

provided by the research at the Search Institute:

1. Post the list of assets in your office
2. Greet students whenever you see them
3. Use the asset model as part of the comprehensive program
4. Coordinate information nights and orientations
5. Start a peer helping program
6. Focus on student's strengths when discussing students
7. Collaborate with teachers to include the assets model

Reprinted with permission from the Search Institute. For more information on the Search Institute, visit their website at <http://www.search-institute.org> or call their office at 1-800-888-7828.

### **Career Domain:**

#### **STANDARD A**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **STANDARD B**

Students will employ strategies to achieve future career goals with success and satisfaction.

#### **STANDARD C**

Students will understand the relationship between personal qualities, education, training, and the world of work.

## **CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

In New York State the career domain incorporates the high standards for student achievement in understanding situations and developing problem-solving abilities to be used in real world settings. New York State maintains the standards-based education format, which includes content, performance and opportunity to learn for every student. These areas identify what students should know and do. Students should be given the resources and programs to develop quality work applicable to the real world setting and to make decisions on future goals.

The New York State Education Department developed the Career Development and Occupational Studies Program to serve as the guide along with the Career Plan Initiative, to serve as the implementation plan and activities. School Counselors provide students with opportunities to acquire resources and participate in activities that develop interests, objectives and skills for the workforce.

Career planning has been an isolated program in schools. The goal of the Career Development and Occupational Studies Standards is to integrate career development into the content areas to assist students in developing interests that will lead to higher education opportunities and the workforce.

The Career Development and Occupational Studies Standards were developed because students are not transferring knowledge acquired in the classroom to everyday activities, work and life situations. Knowledge and experience is gained for the purpose of passing on to the next level and not

engaging it to situations out of context. Career Development and Occupational Studies (CDOS) promotes instructional strategies that address individual learning styles and provide experiential learning that increases student understanding of academic concepts and the connection between school and the work force.

The performance indicators identified in the CDOS learning standards go across all disciplines and grade levels. This contributes to a continuum of learning that provides for flexibility in planning the educational goals of every student. The CDOS learning standards (see Appendix C) listed in previous pages, provide a way to connect all disciplines through classroom instruction that helps students answer the following questions:

**Standard 1:** Who am I? Where am I going? How do I get there?

**Standard 2:** What am I learning? Why am I learning it? How can I use it?

**Standard 3:** What do I need to know? What skills are important to me?

In developing a comprehensive school counseling program, school counselors should align related classroom and group activities to the New York State Learning Standards. Below is a sample of activities by grade level and the respective academic areas in which they can be incorporated:

**Career Development Activities By Grade Level:  
Integration In Academic Areas**

LEVEL	ACTIVITY	STANDARD AREA
ELEMENTARY	Business partnership: Students participate in yearlong journey as owners of their own newspaper publishing company.	CDOS; ELA; MST; Social Studies; The Arts
MIDDLE	Investigating Key Public Policy Issues: Students investigate key public policy issues via web sites, CD-ROM, and traditional print methods. Students create a journal reflecting on the process.	CDOS; ELA; MST; Social Studies
COMMENCEMENT	Discovering Environmental Policy Worldwide: In pairs, students use the Internet to research two different countries and compare environmental policies.	CDOS; ELA; LOTE; MST; Social Studies

## **CAREER PLAN INITIATIVE**

In July 1996, the New York State Education Department Board of Regents approved the three Career Development and Occupational Studies (CDOS) Learning Standards as part of the 28 learning standards for New York State students.

One of the performance indicators for CDOS Learning Standard 1, career development, provides that students will begin a career plan process at the elementary level and continue its development throughout their education. To assist educators in the delivery of this performance indicator, a decision was made by the Office of Workforce Preparation and Continuing Education (OWPCE) to develop and implement a Career Plan Initiative consisting of two phases: a pilot and a training phase.

The Career Plan Pilot participants identified five core elements as essential to the career planning process. These elements are Personal Data (student and school name), Student Review of Career Plans (date and participants present), Knowledge (self-knowledge, career exploration, and future goals and decision-making), Skills/Application (knowledge and application of foundation skills) and the Culminating Activity (activity completed and self-knowledge gained).

The Career Plan elements, Knowledge, and Skills/Application were

developed to document delivery of CDOS Learning Standards 1 (Career Development); 2 (Integrated Learning) and 3a (Universal Foundation Skills) and the corresponding performance indicators identified for each student development level. The Career Plan process is based upon student documentation of what they learned in the classroom and the connection to their personal and career goals. Any well designed career development or learning experience can simultaneously address all three CDOS Learning Standards as well as provide an engaging context in which to address the academic content in the other learning standard areas.

The State Education Department does not mandate that the career plan process be the sole responsibility of the school counselor. However, the State Education Department does recommend that the overall implementation and management of the career plan process be the main responsibility of the district/building's career plan management team of which the school counselor is a participant. It is further recommended that **all** school staff be involved in the development and implementation of the resulting management process and play a key role in the delivery of learning experiences that further student completion of the career plan document.

Reprinted with permission from NYS Education Dept. Office of Workforce Preparation and Continuing Education.

## Three: Understanding the Student

**T**he *New York State Model for Comprehensive K-12 School Counseling Programs* guides school counselors in providing a comprehensive program with a range of preventative services to reduce barriers to learning and reengage students in the classroom. The challenge is not to reform all areas of education, but to begin to understand the student learner and how *The New York State Model* creates a structure for student engagement in education.

### The Problem

Students experience a range of learning and emotional problems each day. Examples of external and internal factors are:

- Language Barriers
- Learning Disabilities
- Anxiety
- Peer Pressure
- Nutritional Problems
- Health Concerns
- Lack of Parental Involvement
- Educational Gaps
- Unsafe Schools

Students enter New York schools with these challenges and are expected to succeed academically. School counselors develop a connection with their students in order to provide the necessary interventions to obtain success. *The New York State Model* utilizes the three domains of the *National Standards for School Counseling Programs* in developing a framework for service to students. In developing the student learner profile, school counselors should maintain the

academic, personal/social and career domains as areas of focus.

### The Process

#### Identify the student learner:

**Academic:** How do students learn? Students learn differently and each one has adapted a format in which lessons presented will connect and be understood. School counselors should provide students with a survey related to learning styles, personal background and interest areas. Students' personal reflection on how they learn gives school counselors a better understanding of what type of learner each of their students is. Online surveys provide immediate feedback for types of learning and follow the Multiple Intelligence theories of learning.

Below are sample statements for a survey:

- Do you enjoy listening to people talk?
- Do you like to learn new words?
- Do you like working with numbers?
- Do you like to meet new people?
- Do you enjoy working on experiments?
- Do you like to compose songs?

State assessments provide information for school counselors on students' learning strengths and abilities by content area. Schools are providing additional tests such as the TONYSS or Terranova as benchmark sources on student progress. School counselors should utilize the results data in reviewing the student profile and

connecting the information to assist teachers, academic intervention service providers, and students in understanding academic barriers and how the student learns.

**Personal/Social:** Students enter the schools with different levels of motivation to learn. These barriers can be caused by personal and social factors that reduce motivation. School counselors provide intervention to reduce the emotional and social factors that disengage students and establish a purpose to the learning process. Examples of data for school counselors to review as part of the profile:

- Attendance: is the student absent quite often and why?
- Classroom behavior: is the student disrupting the class all the time?
- Report cards: have the student's grades decreased? Why?
- Support: is the student attempting to obtain emotional or academic support?
- Peers: is the student one who has many friends or is in isolation?
- Parental involvement: does the student have parents who are involved in the school and the learning process?

The answers to these questions can provide the school counselor with a description of the student and why he or she is disengaged from the learning process. By identifying the problem with the child an appropriate referral or program development can be determined.

**Career:** Students often don't have a vision of careers and a profession. This limits their interest in pursuing higher

education. Through a learner profile, school counselors can merge the academic profile to the career interest by showing connections. If a student learns with numbers, then they might be interested in pursuing a mathematical career or be an accountant. School counselors help students achieve the bridge between the interest and career.

## **Developing Learning Strategies**

**Academic:** School counselors should be aware of different types of instructional strategies. Instructional strategies can be utilized to assist the individual learner and the classroom teacher in eliminating academic barriers. The results of the learner profile survey can determine which instructional strategy the student may be select to use to achieve success.

Examples of instructional strategies include but are not limited to:

- English Language Learners:
  - ✓ Inclusion of cultural experiences
  - ✓ Use of dictionaries or pocket translators
  - ✓ Language lab software
  - ✓ Collaborative learning: buddy system
  - ✓ Collages
- Learning Strategies:
  - ✓ Use of graphic organizers such as Inspiration Software
  - ✓ Cluster of information to build one concept on another
  - ✓ Acting out a Problem
  - ✓ Use of analogies
  - ✓ Books on tape

- ✓ Assistive technologies:  
computers and smart  
boards

**Personal/Social:** School counselors collaborate with other support staff and with community based groups to provide intervention. A personal or social learning barrier may extend to issues in need of additional outside referrals. A comprehensive school counseling program should establish a list of resources within the school and in the community. Such resources may include:

- Counseling centers
- Faith based support centers
- Family support groups
- Cultural community centers
- Hospitals
- Educational resources for parents such as colleges or language schools
- In school groups
- List of school support staff

Strategies school counselors can utilize in personal/social development include:

- Vignettes
- Real-World problems
- Art: drawing perception of problem
- Community microphone night
- Reflection and journalizing
- Round table discussion
- Using songs to define a problem

**Career:** As part of the academic plan, school counselors must refer to the student's profile and interest areas in establishing a transition plan. School counselors are integral in assisting students with selecting appropriate courses towards graduation, as well as electives that enhance their talents.

Sample strategies for career development include:

- Job shadow
- Internships
- Portfolio development: art and music
- Projects: Math and Science
- Summer programs for specific interest areas
- Service learning
- Community service programs

Understanding students' learning styles can assist school counselors in collaborating with classroom teachers and student support professionals in achieving success. Learning styles are essential to school counselors when providing individual, classroom or group activities to ensure that all learners connect with the delivery. Student profiles are a source of information for school counselors as the student transitions from building or district. Once the student profile is obtained, school counselors can develop a needs assessment in terms of programs necessary for a comprehensive school counseling framework.



## **Four: Determining The Need**

**C**hange can be difficult. At times, it is even unwelcome. In New York State, as well as nationally, as the content areas of education face a need for change to achieve standards, school counselors are faced with the same dilemma. Developing a comprehensive school counseling program is a process that involves all individuals in schools and must take into consideration the skills and experiences of each school counselor.

### **DETERMINING THE NEED FOR A COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

Once the decision has been reached to implement change and the school counselors are ready to begin the process, it is important to visit the current practices of the school counseling program in the district. What is working? What is not? Is there a definition of school counseling for the department, school or district? Begin by looking for missing elements. Next, school counselors must incorporate the three domains in student development: academic, personal/social, and career. The school counseling program must reflect the regulations in the three domains that pertain to the state.

In beginning the work of change, the initial groundwork should be a series of questions about the current program.

#### **What is the present school counseling program about?**

- What type of school counseling program is in place?
- Is there a mission, philosophy, or goal?
- Are school counselors granted release time to plan and organize their program?
- Is the role of the school counselor defining the school counseling program or is the program defining the role?
- Is there a job description?
- Are curricular activities in place by grade level that are delivered to all students?
- Is there a yearly/monthly calendar organizing activities and plans?
- What resources are in place to help implement the program?
- Is there a written plan for evaluation of the program by students, parents, and staff?
- Are there parts of the school counseling program that could be more effectively delivered? What is impeding this delivery?

#### **How do others perceive the program?**

- What are the perception of students, parents and staff regarding the current program?
- What are the outcomes of the current program?
- Who does the school counseling program serve?

### **What needs to be done to develop and implement the school counseling program?**

- List all components of a school counseling program already in place. Do they match with the definition of the New York State Learning Standards and ASCA's *National Standards*?
- List all elements not in place that need to be addressed through a comprehensive school counseling program.
- Determine an approach for gathering perspectives on the school counseling program.
- Establish a time line for the completion of tasks.
- Develop an Advisory Team as a guide for support and evaluation.

### **Identify student and school district needs**

- Develop or adapt a survey and gather data from students, administrators, and teachers to identify needs.
- Use school data, including attendance, dropout rates, graduations and placement rates to develop program roles.
- Identify specific school counseling activities for each program component.
- Determine counselor time for each area.
- Identify which counselor will do what activity for what grade level.
- Determine how program effectiveness will be measured.

### **Build awareness and support**

Educating students, parents, staff and the community on the benefits and needs of a school counseling program supports the development and implementation process.

- Conceptualize the school counseling program for the district.
- Develop strategies for organizing the advisory team.
- Explain the comprehensive school counseling program.
- Visit school that have built and implemented a program.
- Work with curriculum developers to include school counseling activities in content areas.

In addition to the Public Relations dimension, school counselors must also have data to determine the needs of a school counseling program. Data can be collected through a Needs Assessment Instrument, which the department should develop specific to the school's needs.

A Time and Task analysis should be a component of the data collected. It examines information regarding time allocation for school counselors in relation to both school counseling activities and non-counseling activities. The information collected addresses the needs of the department and the definition of school counselors in the district.

## School Counseling Program Self-Study

*Directions:* The self-study assesses the degree to which the school counseling program is aligned with the key components of *The New York State Model*. The self-study guides program design and development and appraises annual progress. The results of the self-study guide those responsible for the school counseling program to evaluate progress, identify gaps, and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

School \_\_\_\_\_

Date \_\_\_\_\_

Implementation Team Members:

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### TO WHAT DEGREE HAS THIS OBJECTIVE BEEN MET:

Objective	Not at all	In process	Fully implemented
<b>Getting Ready</b>			
The school counselors are aware of the current requirement of No Child Left Behind and the national school improvement agenda.			
The school counselors are aware of the changes in school counseling programs and implementation skills that include: the ASCA National Standards, the ASCA National Model, and the Transforming School Counseling Initiative.			
The school counselors are fully informed of the NYSED regulations that drive school improvement in New York and the impact of the regulations on school counseling programs.			
<b>Building the Foundation</b>			
The mission statement is aligned with the school mission statement.			
The vision statement is the agreed-upon picture of success for every student.			
A series of belief statements strongly influence the ability of the program to help every student to achieve and succeed.			
The program uses the nine national			

<b>Objective</b>	<b>Not at all</b>	<b>In process</b>	<b>Fully implemented</b>
standards as the basis for the content of the school counseling program.			
The identified competencies are organized developmentally and sequentially by school level and/or grade level and serve as a sequence of strategies and activities that reflect student growth.			
Student progression towards achieving the identified competencies is measured and evaluated annually.			
<b>Delivering the School Counseling Program</b>			
<i>Individual Student Planning</i>			
School counselors coordinate activities that assist students individually to establish academic, career, and personal-social goals.			
The school counseling program provides opportunities for students to plan, monitor, and evaluate their progress.			
School counselors participate in the development and monitoring of the Learning Plan (LP) with teachers, student and parent.			
Individual student planning tools support every student's attainment of the national standards.			
<i>Prevention, Intervention, and Responsive Services</i>			
Intervention services are delivered through individual and/or group counseling.			
Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff.			
School counselors use the consultation process to share and exchange information to best help students succeed in their academic, career, and personal-social development.			
School counselors collaborate with school-based specialists (social workers, psychologists, etc.) and/or community services to identify and utilize services for			.

Objective	Not at all	In process	Fully implemented
students in need.			
<i>School Counseling Curriculum</i>			
The school counseling curriculum is integrated across the content areas.			
The school counseling program ensures that Personalization is part of every student's school experience.			
The school counseling curriculum is delivered to all students and supports the competencies and standards, and the goals of school improvement.			
School counselor's conduct informational and skill building workshops for parents/guardians that complement the school counseling curriculum.			
<i>System Support</i>			
School counselors contribute to the school community by delivering a school counseling program that support the school's mission and improvement goals.			
School counselors participate in agreed upon fair share responsibilities that do not detract or jeopardize their ability to deliver the school counseling program.			
School counselors provide professional development and information to faculty and staff on student related issues.			
<b>Managing Your School Counseling Program</b>			
The School Counseling Advisory Council provides input and feedback to the school counseling program.			
There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program.			
School counselors maintain a monthly and yearly calendar to organize activities and plans.			
There is a partnership plan in place between the school counselors and the principal(s) to establish annual goals and priorities that support school improvement			

<b>Objective</b>	<b>Not at all</b>	<b>In process</b>	<b>Fully implemented</b>
and student needs.			
The school counseling program identifies the persons to be involved in the delivery of program activities.			
The school counseling program identifies who will plan and who will manage the program.			
The school counseling defines how the program will be evaluated and by whom.			
There are appropriate resources are in place to implement the program.			
There is a mechanism in place to gather annual feedback about the school counseling program by members of the school community.			
<b>Measuring Student Success and School Counselor Accountability</b>			
The school counseling program supports the goals of school improvement.			
The school counseling program is based on data and uses data to determine the need for systemic change.			
School counselors use data to confirm the progress of meeting the goals of the annual plan.			
School counselors use a process such as MEASURE to develop an action plan and demonstrate accountability.			
School counselors publicize the results of their MEASURE and/or accountability plan.			
<b>Transformed Skills in Practice</b>			
Every school counselor has participated in training to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making.			
School counselors use leadership skills in daily practice.			
School counselors use advocacy skills in daily practice.			
School counselors use data to inform			

<b>Objective</b>	<b>Not at all</b>	<b>In process</b>	<b>Fully implemented</b>
program development and decision making.			
School counselors, teachers, and administrators collaborate on the day-to-day delivery of the program.			
<b>Moving Towards a Comprehensive Program</b>			
The school counseling program addresses the academic, career, and personal-social development needs of every student.			
The school counseling program identifies specific competencies that will ultimately support every student's attainment of the national standards.			
The nine national standards are delivered through Individual Student Planning, School Counseling Curriculum, Responsive Services, and System Support.			
School counselors support every student's right to participate in a school counseling program.			
School counselors gather input from key stakeholders, including students, on the school counseling program			
The program is mapped and aligned with the ASCA National Standards.			
The program supports the goals of school improvement.			
School counselors abide by the ASCA ethical guidelines and standards at all times.			
The school counseling program addresses and respects all aspects of diversity, which includes but is not limited to: gender, culture, ethnicity, race, religion, learning ability/disability, and sexual orientation.			

What I/we learned from the Self Study:

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How I/we will utilize this information:

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My/our priorities for the next school year:

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Next steps:

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## Five: Foundation System

**T**he foundation is the basis of a comprehensive school counseling program. It establishes the overall basis for developing a program within the school and sets the philosophy and vision for school counselors.

- To promote and enhance students' educational, learning experiences through the development of skills in the domains of academic, personal, social and career.

### COMPONENTS

**The Philosophy:** Is the set of guiding principles that are used in the development, implementation and evaluation of the program. The principles are statements of agreement that address all students; focus on prevention, and how school counselors will maintain their professional competencies.

**The Vision:** Is the future-oriented statement that establishes the program's direction and the desired outcome for all students. The vision of the program reflects and supports the vision of the school district. The vision sets the tone for the school counseling department and its comprehensive program.

**The Mission Statement:** Is the guide for the school counseling program. Statements should be specific and clear. Mission statements should take into consideration the beliefs of the school, link to state and district's statements and reflect the benefits that all students will receive. It should encompass the benefits of a school counseling program.

Sample Statements:

- To assist all students to grow academically, personally, socially and vocationally

**Program's Goals:** As a driving principle, school counseling programs should develop a set of goals that will guide the program. Goals reflect the three domains of student development and are listed as:

- Academic
- Social/Personal
- Career

### THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

*The National Standards for School Counseling Programs* identify the attitudes, knowledge and skills for students that were deemed important by the profession, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school. With accountability driving school improvement there is a critical need to inform stakeholders of the relationship of school counseling programs to student learning and achievement. Most importantly, as critical players in school improvement, school counselors use school data to demonstrate accountability for student achievement and school success.

*The National Standards for School Counseling Programs* provide a framework for developing and writing the content of a school counseling program. The standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their development. The nine national standards, three in each area of academic, career and personal-social development, are considered to be the essential foundation for the content of school counseling programs (Campbell & Dahir, 1997).

The National Standards offer school counselors, administrators, teachers, and counselor educators a common language to promote student success through school counseling programs, which is readily understood by colleagues in schools who are involved in school improvement and the implementation of standards across other disciplines. Comprehensive national standards-based school counseling programs have characteristics similar to other educational programs including a scope and sequence; expected student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources, and accountability methods. The National Standards for School Counseling are outlined in Appendix G.

### **The New York State Comprehensive School Counseling Program Crosswalk**

The New York State School Counselor Association has developed a linking process for *National Standards*

*in School Counseling Programs* and the NYS Learning Standards. This document is the NYS Comprehensive School Counseling Program Crosswalk. The crosswalk assists school counselors in identifying what competencies students will learn from a comprehensive school counseling program and how it matches the content area key ideas for the state learning standards. The learning standards for New York State are in the following content areas:

**Health, Physical Education, and  
Family and Consumer Sciences  
Mathematics, Science, and  
Technology  
English Language Arts  
Languages Other Than English  
The Arts  
Career Development and  
Occupational Studies  
Social Studies**

The Crosswalk is a reference document that charts four areas: New York State Learning Standards, the New York State student competency related to the specific learning standard, the American School Counselor Association National School Counseling Standard, the student competency related to the National Standard and the Performance Indicator for the student competency. School counselors should begin by familiarizing themselves with the New York State Learning Standards (see Appendix C). Under each of the content areas, the New York State Education Department has identified learning standards for students.

What are the benefits of the Crosswalk for the following groups?

Students:

- Learn academic, personal/social and career skills
- Apply a connection to the learning standards
- Improve their academic achievement and understanding of relationships to the real world

counseling programs and students

- Produce a high quality school counseling program
- Support collaborative efforts to achieve student success
- Provide effective preventive programs for school districts

Teachers:

- Create interdisciplinary team work
- Address students needs
- Support elimination of learning barriers
- Roles are supported through consultation and guidance process

In reading the Crosswalk, please follow the legend:

First letter: National Standard Domain:  
Academic (A); Personal/Social (PS);  
Career (C)

Second letter: Standard (A, B or C)

First number: Student Competency from the National Standards

Second number: Performance Indicator from the National Standards

Administrators:

- Integrate school counseling to the academic mission
- Integrate school counseling to the state learning standards
- Support state regulations related to NCLB, SAVE Legislation and CDOS
- Increase staff collaboration and effectiveness

As an example: A:A 1.1 would mean:

A: Academic

:A Standard A

1: Competency 1

1: Performance Indicator

#1 under Standard 1

Superintendents and School Boards:

- Support academic, personal/social and career achievements for all students
- Align school counseling programs to the NYS Learning Standards
- Establish standards and competencies for school

The purpose of the Crosswalk is to assist school counselors in utilizing the legend as indicators of how a School Counseling Program can assist student academic, personal/social and career achievement. Activities school counselors perform should have the Crosswalk legend as the identity of student competencies to be achieved.

On the next pages are samples of the Crosswalk template that can be reproduced for use in a school counseling program.

	National School Counseling Standards <i>Students will...</i>	Competency	New York State Learning Standards						
			ELA	SS	M/S/T	LOTE	PE	ARTS	CDOS
A C A D E M I C	A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1. Improve Academic Self-concept						1	3
		2. Acquire Skills for Improving Learning	1		6				2,3
		3. Achieve School Success	2,3,4	5		2		1,3,4	1,2,3
	B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. C: understand the relationship of academics to the world of work, and to life at home and in the community.	1. Improve Learning	1,3,4	2,3,4,5	7		3a, 3b	2,3	2,3
		2. Plan to Achieve Goal			7		3a		1, 2, 3
		1. Relate School to Life Experiences	4	5	3, 6, 7		3b	1	1, 2, 3
C A R E E R	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions B: employ strategies to achieve future career goals with success and satisfaction C: understand the relationship between personal qualities, education, training and the world of work	1. Develop Career Awareness	4	5	2, 7		3c	1	1, 2, 3
		2. Develop Employment Readiness	1, 4	5			3c	2	1, 2, 3
		1. Acquire Career Information	1		5		3c		1, 3
	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others B: make decisions set goals, and take necessary action to achieve goals C: understand safety and survival skills	2. Identify Career Goals					3c	1, 2	1, 2, 3
		1. Acquire Knowledge to Achieve Career Goals					3c		1, 3
		2. Apply Skills to Achieve Career Goals	4		6		3c		1, 2, 3
P E R S O N A L	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others B: make decisions set goals, and take necessary action to achieve goals C: understand safety and survival skills	1. Acquire Self-Knowledge	2, 3, 4	2, 5					1, 3
		2. Acquire Interpersonal Skills	2, 4	1, 2, 3, 5		1, 2		3, 4	3
	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others B: make decisions set goals, and take necessary action to achieve goals C: understand safety and survival skills	1. Self-Knowledge Application	3	1, 2, 4	7	2		3, 4	1, 3
		1. Acquire Personal Safety Skills		4, 5			2b	2	3

	National School Counseling Standards <i>Students will...</i>	Competency	New York State Learning Standards						
			ELA	SS	M/S/ T	LOT E	PE	ARTS	CDOS
A C A D E M I C	A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1. Improve Academic Self-concept							
		2. Acquire Skills for Improving Learning							
		3. Achieve School Success							
	B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	1. Improve Learning							
		2. Plan to Achieve Goal							
		1. Relate School to Life Experiences							
C A R E E R	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	1. Develop Career Awareness							
		2. Develop Employment Readiness							
	B: employ strategies to achieve future career goals with success and satisfaction	1. Acquire Career Information							
		2. Identify Career Goals							
	C: understand the relationship between personal qualities, education, training and the world of work	1. Acquire Knowledge to Achieve Career Goals							
		2. Apply Skills to Achieve Career Goals							
P E R S O N A L	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others	1. Acquire Self-Knowledge							
		2. Acquire Interpersonal Skills							
	B: make decisions set goals, and take necessary action to achieve goals	1. Self-Knowledge Application							
		1. Acquire Personal Safety Skills							

## Six: Delivery System

**C**omprehensive school counseling programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program are individual planning, responsive services, the school counseling curriculum, and program support.

### COMPONENTS OF SCHOOL COUNSELING PROGRAMS

#### Individual Student Planning

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information and other data to assist students in analyzing and evaluating their interest, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.

#### Responsive Services/Counseling

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides prevention and interventions such counseling, is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate community agencies when needed.

#### School Counseling Curriculum

The School Counseling Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of students K through 12. The curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address students' particular needs.

- Interdisciplinary activities: school counselors participate in teams to develop curriculum across content areas.

## **System Support**

System support consist of the management activities essential to the success of the school counseling program.

- Professional Development: school counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work.
- Program Promotion: school counselors provide orientation and information regarding the program to the greater community through websites, newsletters and community presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School

counselors should participate in district committees and in-service programs.

- Parent and Community Outreach: school counselors provide ongoing support and information to the greater community regarding students' needs.
- Research: school counselors need to utilize research in the development of their programs and participate in research designed to improve their programs.
- Program Evaluation: counselors collect and analyze data to evaluate the program and continue updating of program activities.

## **Division of Duties**

To carry out a comprehensive school counseling program, school counselors should follow the suggested allocated time distribution for each component, based on ASCA's counselor to student ratio of no more than 1:250 (max).

<b>Component</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning w/ Students	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%
Total	100%	100%	100%

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## **DETERMINING THE DELIVERY SYSTEM**

School counseling programs should provide needs assessment to students, staff and community as a basis for the delivery system. Understanding the immediate and long term needs will help determine the methods of delivering activities under the four components of the system.

### **Individual Student Planning**

These are the ongoing activities and services developed to assist every student in monitoring and managing educational, career and personal goals. School counselors will conduct individual advisement and placement by grade level.

Activities by Domain:

#### **1. Academic**

- a. Review State Assessments
- b. Review Academic Placement
- c. Develop a Four Year Plan (secondary level)
- d. Identify academic strengths, skills and talents, and needs
- e. Review post high school plans

#### **2. Career**

- a. Develop an appropriate career assessment tool
- b. Assist with Career Plan/Portfolio

- c. Review weaknesses/strengths related to career assessment
- d. Guide student selection towards a career plan
- e. Review higher education, military and job placement opportunities

#### **3. Personal/Social**

- a. Identify Extra Curricular Activities
- b. Assess personal/social strengths and weaknesses periodically
- c. Assess personal management skills
- d. Implement techniques on dealing with stress
- e. Review role of the School Counselor

## **Responsive Services**

Focused on the immediate needs of individuals, the school counselor can deliver this individually or through small or large groups, consultation, and information dissemination or crisis intervention.

Strategies of Implementation:

1. **Individual Counseling:** Anyone may initiate such counseling based on the needs of the student. Individual counseling is an opportunity to clarify a concern and guide the student to individual growth. Topics can include, but are not limited to: self esteem issues, communication, peer relationships, adjustment to



- school, bullying, learning skills, family concerns and grief. The school counselor takes action through referrals or dissemination of information to appropriate support staff. The school counselor must act in accordance with state, federal and district laws and policies with respect to confidentiality, suspected cases of abuse and threat of harm or violence.
2. **Crisis/Safety Team:** School counselors should be active participants in crisis and safety teams within districts. Teams guide prevention and intervention services to all students. Individual or group counseling is a part of the school counselor's role within teams. In New York State, SAVE Law provisions may add to clarification of team set-up.
  3. **Conflict Resolution:** School counseling programs provide formats to address conflict resolution. School counselors can provide activities that explore decision making processes, alternative behaviors and exploration of feelings. Individual counseling sessions are appropriate as follow up. Conflict Resolution addresses safe school environments.
  4. **Student Support Teams:** The school counselor is an integral member of student support teams. The school counselor may refer students to the support teams for academic planning, behavioral strategies and for additional support in overall performance. School counselors can provide data supporting the need for team decisions. School counselors function as case managers in developing an appropriate plan for success.
  5. **Group Counseling:** School counselors develop appropriate activities to use in small or large group settings. Topics may include safety, substance abuse, family issues, conflict resolution, academic performance and communication skills. School counselors are trained in group process and must be familiar with confidentiality issues.

## **School Counseling Curriculum**

The school counseling curriculum is a K-12 instructional program delivered through classroom and group activities. Lessons are competency based and aligned with the New York State Learning Standards.

Counselors do not deliver this curriculum alone. The curriculum can be delivered collaboratively with teachers and support staff.

### **1. Set Up**

- a. Align the student competencies and New York learning standards, CDOS, Character Education and Academic Intervention Services
- b. The curriculum should be organized around the three domains of academic,

- personal/social, and career.
  - c. School counselors must organize, work with teachers and create a curriculum that addresses these primary areas of development.
  - d. The curriculum should reflect activities for all students.
  - e. Keep in mind the Scope and Sequence of a curriculum: How much material should be delivered? At what grade levels should topics be introduced? What topics are appropriate for each grade levels?
- ii. Topics are identified by the needs assessments
  - iii. Activities are designed to increase skills and knowledge of all participants

## **2. Process**

- a. In Classroom
  - i. Coordinate with teachers and identify activity
  - ii. Develop a lesson plan for the activity or unit. The lesson plan should be a written document that lists goals, competencies, learning standards to be achieved, evaluation methods and the grade level for implementing the activity.
- b. Group Activities:
  - i. Conduct groups outside the classroom setting

## **System Support**

The ongoing management that maintains, evaluates, and enhances the school counseling program directs system support. Activities include:

1. **Advisory Team:** The School Counseling Advisory Team assists in identifying program needs and collaborates in developing school counseling programs. Members of the team are selected from administrators, staff, community, human service agencies, businesses and other identified areas that support student growth in the three domains: academic, career, social/personal.
2. **Program Evaluation/Assessment:** Ongoing evaluation allows constant readjustment of the school counseling program. Program goals should be evaluated every year and data collected to identify the effectiveness of activities and areas in need of improvement. The needs of students should be assessed on a regular basis. The comprehensive school counseling program activities reflect the responses of students.

3. **Public Relations:** School counselors act as their own public relations experts by providing community, staff and parents with updated information regarding the school counseling program and its goals. A school counseling program supports the role of the parent, business and industry, human service agency, staff and community in achieving student success. Public Relations activities include information on:
- a. The role of the School Counselor
  - b. Explaining post-high school planning
  - c. Career Programs and Shadow Days
  - d. Wellness Programs
  - e. Speakers on Topics of Academic, Career, Social/Personal interests
  - f. Developing Website for Department
  - g. PowerPoint Presentations on Assessments and Graduation Requirements

## Seven: Managing the System

**T**he key to an effective program management system is organization. To insure the participation of all students in a comprehensive school counseling program, it is important to establish calendars that list the delivery of activities. Calendars should be set by the amount of time school counselors will allocate to the different formats in the delivery system: curriculum, individual planning, responsive services and system support.

One of the major issues in delivery is access to all students. Decisions regarding access to students must be determined in a team approach with administrators and staff. Components of a planning process can include:

1. **Schedule:** What type of system is in place? Does the school's daily routine designate a time period for school counseling programs? Can such a period be created?
2. **Classroom:** What specific curricula are the content area teachers delivering? Can school counselors assist in topics? Can time from classroom instruction be allowed for school counselors to deliver the lesson plan? Can school counselors and teachers plan and co-teach a lesson?
3. **Mandated curriculum:** How can school counselors assist teachers in mandated curriculum? Is character education being addressed? How

can career components be added to content areas?

### Types of Calendars

**Yearly calendars** are developed prior to the start of the year and are set up by month and by grade levels. Yearly calendars include ongoing activities such as Wellness days, career fairs, college expos, state assessments, graduation certification, and post high school meetings.

**Individual counselor planning calendars** are adapted by each school counselor. They establish personal time frames in delivering the identified theme activity. Individual planning calendars provide a tool for listing curriculum lessons, individual counseling, responsive services and system support participation.

**School counselor monthly reports** provide the necessary data for evaluation of a comprehensive school counseling program and its effectiveness on student achievement. Each counselor compiles a monthly report which includes the numbers of classroom presentations by grade level or content area, number of group information sessions, number of individual planning session, number of responsive services, contact with systems support by area of designation, and amount of non-counseling and guidance activities.

**Documentation:** Each area of the delivery system must be documented. School counselors should keep records of the lesson plans delivered. A record keeping system is integral to any other

delivery system utilized. Such record keeping strategies can include logs and contact forms. School counselors should maintain records of dates, planning sessions, outcomes, community contacts, times and topics of meetings.

## **SCHOOL COUNSELING ADVISORY COMMITTEE**

The School Counseling Advisory Committee is a group of people appointed to assist the development of the school counseling program. The committee reviews program goals and results and makes recommendations for improvement. Members selected will share an interest and enthusiasm for the school counseling program. Representation and group size should be taken into consideration.

### **Membership may include (but not be limited to):**

- Teacher (if possible, one from each level)
- Parent (if possible, one from each level)
- School Counselors (if possible, one from each level)

- Administrator
- Community Member (non parent)
- Business/Industry/Labor
- School Board Member
- Student(s)
- College (2 & 4 year) Representative
- Mental Health Professional
- University-level Counselor Educator

### **The role of the advisory committee is to:**

- Review and comment on the counseling program
- Provide a forum for open dialogue between schools and community
- Provide information on community and parental expectations for the counseling program
- Act as a resource and support for the school counseling program
- The advisory committee should meet at least once a year

## TIME AND TASK ANALYSIS

A sample instrument is offered below as a means to monitor counselor activities. This analysis should be conducted monthly for an entire year. Once a Time and Task Analysis is completed, determine the total percentage of time spent in each of the delivery system components.

	<b>CURRICULUM</b> Classroom activities, interdisciplinary curriculum development, group activities, parent workshops, etc.	<b>INDIVIDUAL PLANNING</b> Appraisal, advisement, intentional guidance, placement	<b>RESPONSIVE SERVICES</b> Consultation, personal counseling, crisis counseling, referrals, peer mediation/conflict resolution	<b>SYSTEM SUPPORT</b> Professional development, staff & community relations, consultation, advisory council, committees, program management, research & development	<b>NON-COUNSELING AND GUIDANCE ACTIVITIES</b>
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
Evening					
Total					
% of Time					

## ACTUAL/IDEAL COMPARISON

After completing the Time and Task Analysis, complete the following charts to compare your use of time to the ASCA recommended time ratios. Fill in the final column of the chart to indicate the percentage of time you hope to dedicate to each of the components. Descriptions of the Delivery System Components can be found in Section 5.

### ELEMENTARY SCHOOL

<b>Delivery System Component</b>	<b>ASCA Recommended %</b>	<b>Current % of Time</b>	<b>% of Time You Plan To Spend</b>
School Counseling Curriculum	35-45		
Individual Planning	5-10		
Responsive Services	30-40		
System Support	10-15		
Non-Counseling Activities	0		

### MIDDLE/JUNIOR HIGH SCHOOL

<b>Delivery System Component</b>	<b>ASCA Recommended %</b>	<b>Current % of Time</b>	<b>% of Time You Plan To Spend</b>
School Counseling Curriculum	25-35		
Individual Planning	15-25		
Responsive Services	30-40		
System Support	10-15		
Non-Counseling Activities	0		

### HIGH SCHOOL

<b>Delivery System Component</b>	<b>ASCA Recommended %</b>	<b>Current % of Time</b>	<b>% of Time You Plan To Spend</b>
School Counseling Curriculum	15-25		
Individual Planning	25-35		
Responsive Services	25-35		
System Support	10-15		
Non-Counseling Activities	0		

## **SAMPLE ADVISORY COMMITTEE REPORT**

School: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Person reporting: \_\_\_\_\_

Title: \_\_\_\_\_

### **Members present**

### **Topics Discussed**

<b>Topic</b>	<b>Action Items/Decisions</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	
<b>7.</b>	

### **Future Topics**

Date of next meeting: \_\_\_\_\_

Adapted from Arizona Comprehensive Competency Based Guidance Program

The New York State School Counselor Association



## **Eight: School Counselor Accountability**

**S**chool counselors and administrators are challenged to demonstrate the effectiveness of their school counseling programs in measurable terms. *No Child Left Behind* (2002) raised the bar on accountability for everyone, including school counselors. Every school district develops annual goals and school-improvement plans, which include the key indicators for improving student achievement and school success. To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement

and school improvement. School counselor accountability includes measurement, data collection, decision making, and evaluation focusing on student achievement and contributing to the school and system improvement goals. The Accountability System organizes these activities and shows the relationship of the school counseling program to the instructional program. School counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement.

### **KEY COMPONENTS OF SCHOOL COUNSELOR ACCOUNTABILITY**

<b>Using Data</b>	Data informs and challenges school counselors to determine the need for systemic change and confirms the progression of meeting the goals of the annual plan.
<b>School Counseling Program Accountability Through MEASURE</b>	MEASURE, a six-step process, demonstrates school counselor accountability.
<b>School Counseling Program Report Card: SPARC</b>	A SPARC is an accountability report card informing the educational community of the results of school counseling programs.
<b>Mapping the Comprehensive K-12 School Counseling Program</b>	Once the individual components of a district program are designed, school counselors map and align the program with the National Standards, student competencies, and the four quadrants of <i>The New York State Model</i> to insure that the academic, career, and personal/social developmental needs of students are being met.

## Using Data

Data informs, confirms progress, and reveals shortcomings in student performance. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success. For example, for a school counselor to investigate whether or not equitable access to academically advanced coursework (AP, IB, etc.) was available to all students, data analyses would provide factual information. A school counselor, familiar with using data to effect systemic change, could make a strong case for adding new courses or looking at the equity issues in placement practices.

This use of demographic and performance data makes it possible for counselors to determine how policies and practices are impacting issues of equity. Statewide annual school report cards publicize data elements such as attendance, demographics, graduation and postsecondary planning rates, and standardized testing results. When data is disaggregated into categories such as ethnicity, gender, socio-economic status, or teacher assignment it provides information for the analysis of student performance. It is then possible to examine more closely which groups of students are successful and which are failing. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. In addition, school counselors can monitor student attendance and class performance and then devise strategies that will enable more students to move successfully from

grade level to grade level. When school counselors work with the same school-based data as their colleagues, they demonstrate a strong commitment to sharing the responsibility and accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Closing the gap in student performance is at the heart of impacting systemic change. However, school counselors traditionally have offered time-on-task data (Gysbers & Henderson, 2000) or numerical summaries of different types of activities delivered as a means of assessing and evaluating the impact of a school counseling program. It is important to identify 3 types of data:

- **Process data** offers evidence only that an event or activity occurred and does not provide additional insight. Merely presenting the numbers of students seen individually, in groups, or in classrooms is no longer enough.
- **Perception data** gathered from needs assessments or surveys can only report opinions at that time.
- **Results data** answers the question "so what?" since it is proof that student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).

A close examination of critical data elements in areas such as attendance, socio-economic impact on class enrollment, graduation and post-secondary planning rates, and

standardized testing results identifies issues related to students and addresses the school/system wide issues that impact every school's success.

## **School Counseling Program Accountability: MEASURE**

(Adapted with permission for *The New York State Model* from Stone, C. & Dahir, C. (2004). *School Counselor Accountability: A Measure of Student Success*. Upper Saddle River, NJ: Merrill Prentice-Hall.)

School improvement in New York is predicated on closing the achievement gap. Every administrator, teacher, and member of the school staff is expected to contribute to the comprehensive structure of the school (i.e. curriculum, teaching, student outcomes, and climate). Every student in New York is expected to acquire knowledge and skills in the academic standards and demonstrate this accomplishment through a series of assessments and examinations. Accountability governs New York school systems, and principals and teachers work in an accountability-driven environment. School counselors, too, must share accountability for student achievement. Since accountability requires all educators to systematically collect, analyze, and use critical data elements to understand the current achievement story for students, then school counselors must use this information to strategize and document how the school counseling program contributes to student success. School counselors can articulate and then communicate how their contributions positively impact student achievement, and, by so doing, share accountability for school improvement with other members of the faculty.

MEASURE, a six-step accountability process, demonstrates the impact of the school counseling program on critical data, those components of the school report card that are the backbone of the accountability movement. MEASURE supports the accountability component of the *ASCA National Model* (2003) and moves school counselors from a "counting tasks" system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda of today's schools.

**MEASURE** is an acronym for:

- Mission:** connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan
- Elements:** identify the critical data elements that are important to the internal and external stakeholders
- Analyze:** discuss carefully which elements need to be aggregated or disaggregated and why
- Stakeholders - Unite:** determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies
- Reanalyze:** rethink and refine the strategies, refocus efforts as needed, and reflect on success

**E**ducate: show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan

Each section of MEASURE is fully aligned with *The New York State Model*:

- **Mission:** *Foundation*
- **Elements (Critical Data):**  
*Accountability*
- **Analyze:** *Accountability*
- **Stakeholders Unite:** *Delivery & Management*
  - ✓ Activities - *Delivery*
  - ✓ Curriculum based on National Standards - *Delivery & Foundation*
  - ✓ Timeline - *Management*
  - ✓ Scope and Sequence - *Management*
- **Reanalyze, Reflect and Revise:**  
*Accountability & Delivery*
- **Educate:** *System Support with SPARC*

The following is a more detailed summary of the MEASURE process:

## **MISSION**

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for every student's academic success for every student and

is congruent with the goals of the school board.

## **ELEMENTS**

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored.

## **ANALYZE**

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

## **STAKEHOLDERS-UNITE**

These individuals will become part of a team to create an Action Plan of the critical data elements and all concerned members of the internal and external school community should be included. How to secure their commitment and who will bring them together are key elements and an existing school action committee, or Advisory Board is a good starting point. By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing an action plan that contains strategies, a timeline, and responsibilities will begin to move the data in a positive direction.

## **REANALYZE, REFLECT, AND REVISE**

When the targeted results are met, there is still reflection and refining to do. Did the results of everyone's efforts show that the interventions and strategies successfully moved the critical data elements in a positive direction? If so, the next steps towards continuous school improvement may also include changes in the school counseling program.

If the targeted results were not met, then reanalyzing and refocusing to determine why the interventions were unsuccessful in moving the data in a positive manner is necessary. Replicating what is working and then developing new or different strategies for what did not work is essential. Based on the analysis, the question, "What changes need to be made to the school counseling program to keep the focus on student needs?" must be

answered. By examining what worked well, and what strategies need to be modified, adjusted, or perhaps changed altogether, the action plan can be revised for the following year in order to continue to move the critical data elements in a positive direction.

## **EDUCATE**

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student achievement. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for changing critical data elements and are thereby viewed as essential to the school's mission.

A "MEASURE" template can be found at the end of this section that can be utilized to complete a district or school MEASURE.

On the next page is a sample of a MEASURE demonstrating how the various elements of a school counseling program, from its mission to the collection of data, are involved in assessing the results of the program.

## **Sample MEASURE**

**Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,**  
*A Six-step Accountability Process for School Counselors*

**Name and Address of School:** New Visions High School

**Name of Counselor Leading the Initiative:** Mr. James

**Principal:** Ms. Bryant

**Enrollment and Setting (urban, suburban, rural):** 950 students – urban setting

**School Demographics 2004 - 2005:**

Caucasian/Non-Hispanic: 27.3%      Hispanic: 31.2%      African American: 38.5%      Other: 3%

**English Language Learners (ELL):** 12%

**Free/Reduced Lunch:** 18%

### **STEP ONE: MISSION**

**Connect your work to your school's mission statement.**

The mission of New Visions High School is to provide an environment that nurtures and values each individual, and that also expands the intellectual, social, and physical capabilities of all students.

### **STEP TWO: ELEMENTS**

**Identify the critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary-going rate.**

New Vision school counselors as part of the leadership team identified these critical data elements to attempt to impact:

1. improve the 9<sup>th</sup> grade promotion rate
2. reduce the number of 9<sup>th</sup> grade suspensions

### STEP THREE: ANALYZE

<b>Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.</b>	
<p>Baseline: Where is this data element currently?</p> <p>Fall = 33 suspensions Spring = 71% promotion rate</p>	<p>Goal: Where should the data element be in a year?</p> <p>Decrease suspensions for ninth graders by 5% Increase promotion rates for ninth graders by 5%</p>

### STEP FOUR: STAKEHOLDERS - UNITE

<b>Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.</b>	
<p>Impacting systems means 1) replicating successful programs and interventions, 2) identifying barriers that adversely stratify students' opportunities to be successful learners, 3) and developing strategies to:</p> <ul style="list-style-type: none"> <li>• <b>change policies, practices, and procedures</b></li> <li>• <b>strengthen curriculum offerings</b></li> <li>• maximize the instructional program</li> <li>• enhance the school/classroom culture and climate</li> <li>• provide student academic support systems (safety nets)</li> <li>• influence course enrollment patterns to widen access to rigorous academics</li> <li>• involve parents and other critical stakeholders (internal and external to the school)</li> <li>• raise aspirations in students, parents, teachers, and the community change attitudes and beliefs about students and their abilities to learn</li> </ul> <p><b>Strategies</b> Connect the strategies to the National Standards and <i>The New York State Model</i>.</p>	
<i>Stakeholders</i>	<b>Beginning date:</b> September 2004 <b>Ending date:</b> June 2005
School Counselors	<ul style="list-style-type: none"> <li>▪ Mentored students in an after school program</li> <li>▪ Worked individually with students who were in conflict during the school day</li> <li>▪ Delivered career and academic classroom information sessions about the interrelatedness between academic</li> </ul>

	<p>performance and future economic opportunities, financial aid, and other critical, timely information</p> <ul style="list-style-type: none"> <li>▪ Implemented a rewards ceremony earned and distributed certificates to students based on grades and courses passed</li> <li>▪ Developed a program where honor roll students mentored at-risk students</li> <li>▪ Advocated for a change in policy to give students in conflict a "time-out" or "cooling off" period instead of suspension</li> </ul>
Administ-rators	<ul style="list-style-type: none"> <li>▪ Continued to deliver strategies already implemented such as the fall ninth grade information sessions</li> <li>▪ Continued to support the counselors (they expressed appreciation for the collaboration from the administration)</li> <li>▪ Began the planning process for after-school discussion groups for at-risk students</li> </ul>
Social Worker	<ul style="list-style-type: none"> <li>▪ Held 9<sup>th</sup> grade discussion groups (rap sessions) for students who were in danger of dropping out</li> </ul>
Student Support Personnel	<ul style="list-style-type: none"> <li>▪ Established a Freshman Parent Night with enhanced strategies to bring in more parents</li> <li>▪ Established a group for students who have been suspended for fighting</li> </ul>
Central Office Staff	<ul style="list-style-type: none"> <li>▪ Provided periodic meeting for the faculty and staff to come together and exchange ideas with counselors from other high schools on how to increase retention and promotion rates</li> <li>▪ Provided technical support in gathering data and reporting successes to district administrators</li> <li>▪ Provided a celebration of successes</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>▪ Widened the reach of support to students by developing more peer helper programs, including peer tutoring and peer mediation</li> </ul>
Students	<ul style="list-style-type: none"> <li>▪ Served as mentors to freshman (honor roll students)</li> <li>▪ Gave testimonials to students who were struggling (former at-risk students)</li> </ul>
Technology	<ul style="list-style-type: none"> <li>▪ Generated automated attendance and cut reports</li> </ul>
Attendance Officer	<ul style="list-style-type: none"> <li>▪ Monitored attendance of targeted students and reported to counselors and administration</li> <li>▪</li> </ul>
School Clubs	<ul style="list-style-type: none"> <li>▪ Expanded clubs to reach out to students not yet connected to the school, e.g., book club, video club</li> </ul>



Alumni	<ul style="list-style-type: none"> <li>Gave testimonials to inspire students</li> </ul>
Business Partners	<ul style="list-style-type: none"> <li>Supported the Freshman Parent Night Dinner</li> </ul>

## STEP FIVE: REANALYZE, REFLECT, AND REVISE

<b>Reanalyze:</b> Restate the baseline data.	<b>Reflect and Revise:</b> Reflect on why the stakeholders were successful or unsuccessful.
<p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i> Fall = 33 suspensions</p> <p>Spring 3rd Marking Period = 71% promotion rate</p> <p><i>Data after action plan:</i> Spring = 14 Suspensions</p> <p>Spring = 78% promotion rate</p> <p>The strategies moved the data in a positive direction.</p>	<p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i> The rewards ceremony and certificates based on grades and courses passed were effective.</p> <p><i>Which strategies should be replaced? Added?</i> None noted at this time.</p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i> Continue to work with the 10<sup>th</sup> graders and add the incoming 9<sup>th</sup> graders to the plan.</p>

## STEP SIX: EDUCATE

<b>Promote and publicize the results.</b>
<ul style="list-style-type: none"> <li>Results positively impacted school climate by moving to a reward system for courses passed.</li> <li>Analysis of results resulted in implementation of data driven decision-making across the ninth grade staff.</li> </ul>

## **MEASURE**

**Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,**  
*A Six-step Accountability Process for School Counselors*

**Name and Address of School:** \_\_\_\_\_

**Name of Counselor Leading the Initiative:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Enrollment and Setting (urban, suburban, or rural):** \_\_\_\_\_

**School Demographics 2004 - 2005:**

Caucasian/Non-Hispanic: \_\_\_\_\_ %

African American: \_\_\_\_\_ %

Hispanic: \_\_\_\_\_ %

Other: \_\_\_\_\_ %

English Language Learners (ELL): \_\_\_\_\_ %

Free/Reduced Lunch \_\_\_\_\_ %

### **STEP ONE: MISSION**

<b>Connect your work to your school's mission statement.</b>

### **STEP TWO: ELEMENTS**

<b>Identify the critical data elements such as grades, test scores, attendance, promotion rates, and post-secondary-going rate.</b>

### STEP THREE: ANALYZE

<b>Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.</b>	
Baseline: Where is this data element currently?	Goal: Where should the data element be in a year?

### STEP FOUR: STAKEHOLDERS - UNITE

<b>Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.</b>	
<b>Strategies</b> Connect the strategies to the National Standards and <i>The New York State Model</i> .	
<b>Stakeholders</b>	<b>Beginning date:</b> <b>Ending date:</b>
School Counselors	
Administrators	
Social Worker	
Student Support Personnel	
Central Office Staff	
Teachers	

Students	
Technology	
Attendance Officer	
School Clubs	
Alumni	
Business Partners	

## **STEP FIVE: REANALYZE, REFLECT, AND REVISE**

<p><b>Reanalyze:</b> Restate the baseline data.</p> <p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i></p> <p><i>Data after action plan:</i></p>	<p><b>Reflect and Revise:</b> Reflect on why the stakeholders were successful or unsuccessful.</p> <p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i></p> <p><i>Which strategies should be replaced? Added?</i></p> <p>Based on what you have learned, how will you rewrite the action plan?</p>
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## **STEP SIX: EDUCATE**

**Promote and publicize the results.**

## **S.P.A.R.C. - A School Counseling Program Report Card**

Another way counselors can highlight their work supporting student achievement is to publish a report of the results the counseling department helped the school to achieve over the year. One type of report receiving national attention is the *Support Personnel Accountability Report Card*, or *SPARC*. It was developed by the Los Angeles County Office of Education and the California Department of Education as a “continuous improvement tool that gives a school an opportunity to demonstrate effective communication and a commitment to getting results”. Modeled after the School Accountability Report Card, the SPARC helps schools promote their counseling and student support program, improve their program's accountability, and implement the *National Model for School Counseling Programs*” (California Dept. of Education, 2004).

A SPARC contains several elements that support good counseling

practice. The principal's message affirms that the administration and faculty are aware of the counseling program's mission and work and are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also in determining how successful interventions, counseling classes and other delivery mechanisms were in achieving student results. Collaboration and working with all stakeholders, including faculty, parents and the community, is also key component of a SPARC. In essence, a SPARC lays out the necessary and essential elements of a comprehensive school counseling program as outlined in both the ASCA and New York models. By completing a report such as a SPARC, the counseling program as well as the school and the community are able to gauge how students are different because of the work and priorities of the school counseling program.

A sample SPARC displaying the key elements of the report card follows. Other examples can be found online at <http://www.cde.ca.gov/ls/cg/re/sparc.asp>.

## SPARC: New York State School Counseling Programs Accountability Report Card

**School:** New Visions High School

**Enrollment:** 950 students - urban

<div data-bbox="316 394 714 441" data-label="Section-Header"> <h3>Principal's Comments</h3> </div> <div data-bbox="230 447 790 571" data-label="Text"> <p>"Our counselors worked very hard this year to impact and decrease 9<sup>th</sup> grade retention rates – over 78% of our freshman were promote to 10<sup>th</sup> grade and only 14 were suspended in the spring semester!</p> </div> <div data-bbox="264 615 768 661" data-label="Section-Header"> <h3>School Improvement Issues</h3> </div> <div data-bbox="250 667 522 701" data-label="Text"> <p><i>Improve graduation rate</i></p> </div> <div data-bbox="230 728 526 760" data-label="Section-Header"> <h4>Critical Data Element(s):</h4> </div> <div data-bbox="254 758 782 871" data-label="Text"> <p><i>Improve the 9<sup>th</sup> grade promotion rate Reduce the number of 9<sup>th</sup> grade suspensions</i></p> </div> <div data-bbox="397 978 633 1022" data-label="Section-Header"> <h3>Partnerships</h3> </div> <div data-bbox="230 1031 514 1060" data-label="Section-Header"> <h4>Stakeholder Involvement</h4> </div> <div data-bbox="230 1096 685 1173" data-label="Text"> <p><b>Administrator:</b> Support school counseling program initiatives</p> </div> <div data-bbox="230 1205 769 1281" data-label="Text"> <p><b>Teachers:</b> Developed peer tutoring &amp; mediation programs</p> </div> <div data-bbox="230 1316 732 1428" data-label="Text"> <p><b>Parents:</b> Supported students with homework checks, attended parent/counselor/teacher meetings</p> </div> <div data-bbox="230 1459 797 1570" data-label="Text"> <p><b>Students:</b> Served as mentors to 9<sup>th</sup> graders; gave testimonials to struggling students.</p> </div> <div data-bbox="230 1604 690 1677" data-label="Text"> <p><b>Business Partners:</b> Supported Freshman Awards Ceremony</p> </div>	<div data-bbox="1027 394 1174 441" data-label="Section-Header"> <h3>Results</h3> </div> <div data-bbox="816 447 987 476" data-label="Section-Header"> <h4>Baseline Data:</h4> </div> <div data-bbox="816 476 1341 537" data-label="Text"> <p><i>Fall Semester: 33 suspensions; 71% promotion rate</i></p> </div> <div data-bbox="816 567 1362 630" data-label="Text"> <p><i>Spring Semester: 14 suspensions; 78% promotion rate</i></p> </div> <div data-bbox="930 682 1271 728" data-label="Section-Header"> <h3>Systemic Changes</h3> </div> <div data-bbox="816 735 1378 993" data-label="List-Group"> <ol style="list-style-type: none"> <li>1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.</li> <li>2. The counselors initiated data-driven decision making.</li> </ol> </div> <div data-bbox="898 1083 1307 1127" data-label="Section-Header"> <h3>Faces Behind the Data</h3> </div> <div data-bbox="816 1171 1378 1425" data-label="Text"> <p><i>All ninth grade students were honored at an Awards Ceremony and received certificates based on grades and courses passed for promotion. Parents were invited to the Ceremony and Business Partners supplied refreshments.</i></p> </div>
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**Principal:** Ms. Bryant

**Counseling Department Member(s):** Mr. James, Ms. Charles

*(The SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)*

## SPARC: School Counseling Programs Accountability Report Card

<div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"><b>Principal's Comments</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"><b>School Improvement Issues</b></div> <p>Critical Data Element(s):</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"><b>Partnerships</b></div> <p><i>Stakeholder Involvement</i></p> <p><b>Administrator:</b></p> <p><b>Teachers:</b></p> <p><b>Parents:</b></p> <p><b>Students:</b></p> <p><b>Higher Education:</b></p> <p><b>Business Partners:</b></p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"><b>Results</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"><b>Systemic Changes</b></div> <div style="border: 1px solid black; padding: 5px;"><b>Faces Behind the Data</b></div>
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**School:** \_\_\_\_\_ **Enrollment:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Counseling Department Member(s):**

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*(RI SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.*

## **Mapping the Comprehensive K-12 School Counseling Program**

School counselors connect all of the efforts to complete a comprehensive school counseling program and finish an annual review when they *map* the program. Mapping occurs when counselors in a district examine their current practice and then augment that with the activities and strategies to align the program with *The New York State Model* and the school improvement goals.

Mapping identifies how the National Standards, student competencies, and school counseling program activities, strategies, and services are delivered through: Individual Student Planning, Preventative, Intervention and Responsive Services, School Counseling Curriculum, and/or System Support.

District school counseling activities may fall under more than one category, but the key is collaboration among all the counselors to identify the program goals, link them back to the Standards, determine how the standard will be met, when will it occur, who are the people involved, and how will it be measured.

The example of a mapping on the next page is a small sample of a district's overall mapping plan. Starting with Academic Standard A, this example shows several activities/programs that fall under this standard and the grade levels where the competencies are expected to be learned. A full district plan would cover all grades and all nine standards.

By using a map such as this, school counselors can demonstrate to the school community that ALL students will achieve standards and competencies by graduation.



## Curriculum Mapping Example

Counselor Name: John Doe						
School Name: Anytown Central			School District Name: Anytown Central School District			
Grade level(s): 3, 8, 9						
ASCA Standard Academic A Life long and effective learners) Student Competency: Students will become more responsible for their academic success. Service/Activity	Grade level/ students involved (delivery; management)	Timeline (management)	Who's Involved (collaboration & teaming; management)	School Improvement Data/Goals (accountability)	Measurable Outcomes (accountability)	Delivery Process
Evening orientation for parents; introduce the "planner".	8	September	Counselors, lead teachers, department coordinators, parents	1 <sup>st</sup> quarter failure	More students passing all courses	System Support
Student orientation done by peer leaders in classrooms. Sign up for at least 1 activity; attend for the 1 <sup>st</sup> quarter; receive "service credit".	8	September - November	Student leaders, students, teachers, counselors; parents	Engage students in school activities and improve attendance.	Increase student involvement in I clubs/activities from 2003-04; Compare the involvement	Curriculum; Individual student planning
Course selection program in class room; Small group/individual meeting(s) with counselor to develop a plan for 9 <sup>th</sup> grade success.	9	September - June	students, teachers, counselors, parents	Reduce number of students failing 9 <sup>th</sup> grade	Improve 9 <sup>th</sup> grade promotion; Increase the graduation rate	Curriculum Individual Student Planning
Lunch time Homework Help Club.	3	September - June	3 <sup>rd</sup> grade students, teachers, counselors, parents, 5 <sup>th</sup> grade	Reduce number of students not turning in homework;	Improve 3 <sup>rd</sup> grade test scores.	Curriculum Individual Student Planning

## Curriculum Mapping Worksheet

Counselor Name:						
School Name:						
School District Name:						
Grade level(s):						
ASCA Standard Academic A Life long and effective learners) Student Competency: Students will become more responsible for their academic success. Service/Activity	Grade level/ students involved (delivery; management)	Timeline (management)	Who's Involved (collaboration & teaming; management)	School Improvement Data/Goals (accountability)	Measurable Outcomes (accountability)	Delivery Process

## **Scope and Sequence**

The Scope and Sequence Templates help school counselors identify the K-12 continuum of developmental priorities and articulation from grade level to grade level and from building to building.

The comprehensive school counseling program should be in a constant state of growth and change so that it will continue to address the specific needs of all students each year. Although every counselor in New York will be working with a different population of students, there are some essential activities that all counselors should use with their students. Individual counseling will always be an important component of the program; however, as counselors move towards a comprehensive program, they need to make a tremendous effort to meet students in small and large groups. School counselors will now be more visible to a greater number of students and faculty and viewed as leaders, advocates and team players working towards school improvement and

systemic change. Collaborating and teaming will also help students and colleagues understand that the school counseling goals complement all curriculum areas.

*The New York State Model* supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies and activities of a developmental school counseling program. Advocates for students striving to meet both the challenges and demands of the school system and prepare for transition from high school, school counselors are specially trained educators in a position to call attention to situations within the schools that hinder, frustrate, or defeat students' academic success. Counselors are aware of the data that identify patterns of achievement and behaviors that affect student success. They provide the leadership to assess school needs, identify issues, and collaborate with others to develop solutions

Developmental Scope and Sequence							
Counselor Name:		School Name:			Grade level(s):		
Topic	School Improvement Data	Grade Level	Standard/Competencies	When	Delivery Process*	Who's Involved	
* System Support, Individual Student Planning, Responsive Services, and/or Curriculum							

Developmental Scope and Sequence													
Standard:		Competency:											
School Improvement Data:													
	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Month												

## **Nine: Sample Curriculum Activities**

The “meat and potatoes” of any comprehensive school counseling program are the activities school counselors provide to students and others (parents, community members, etc.). Generally, such activities fall within the realm of the School Counseling Curriculum portion of the program delivery system. Such activities should directly reflect one or more of ASCA’s *National Standards for School Counseling Programs* and the New York State Learning Standards. Further, results of the activities should be measurable.

The following pages offer examples of activities at all three educational levels, elementary, middle/junior high, and secondary that delivers those standards. For each level, one activity for each of the standard area, Academic, Personal/Social, and Career, is provided. School counselors from across New York have submitted these activities as examples of the best practices in comprehensive school counseling programs.

In fall 2004, the New York State School Counselor Association published a series of three activity manuals as companions to *The New York Model*. The manuals offer readers more extensive collections of activities like those in the coming pages. For more information, visit [www.NYSSCA.org](http://www.NYSSCA.org).

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## **Best Practices in School Counseling**

### **Academic**

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**Title:** Helpful Mistakes

**Name:** Sydney Scalici

**Grade Level:** 1

**Standard:** Academic Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

**Competencies:** A:A1.4 Accept mistakes as essential to the learning process

**NYS Learning Standard:** CDOS Standard 3a: Universal Foundation Skills: Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

**Resources/materials:**

1. Jump ropes (one for each child and counselor)

**Evaluation methods:** Students will be able to describe how mistakes helped them learn during activity.

**Lesson plan/procedure:**

1. Do this activity with a group of 4-5 students at a time. Do outdoors, if possible.
2. Tell the children you want to help them to learn how to jump rope. (If any of the children already know how to jump rope, have them learn a more difficult jump rope skill. Check with the physical education teacher for suggestions.)
3. Before passing out jump ropes, demonstrate jumping yourself. After a few turns of the rope, miss. Start again, miss. Start acting frustrated and annoyed, then say you will try one more time.
4. After a few turns of the rope, miss again, saying “Aha! Now I know why I was missing. My foot keeps getting caught on the rope. I’ll try lifting it higher this time.” Try again and, this time, don’t miss.
5. Pass out jump ropes to children and let them begin. As children are practicing, walk around, spending a few minutes with each child, helping each to discover what mistakes he/she is making and how to correct them. Make the point with each child that the mistakes show us where we need extra work.
6. Gather group together before going in, and ask the children how their mistakes “helped” them. Repeat the message that, if they pay attention to their mistakes, they will know

where they need extra work.

7. Talk with the classroom teacher so he/she can reinforce this idea in classroom activities as well.



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## **Best Practices in School Counseling**

### **Personal/Social**

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**Title:** The Newcomers Club

**Name:** Joan Cawley

**School:** Bear Road Elementary

**Grade Level:** 1-3

**Standard:** Personal/Social Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies:** PS:A1.4 Understand change is a part of growth

**NYS Learning Standard:** Health, Physical Education, and Family and Consumer Sciences Standard 2: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Resources/materials:** Worksheets as described and/or attached

**Evaluation methods:** Teachers will report improved personal adjustment of new students

**Lesson plan/procedure:**

#### **The Newcomers Club**

At the beginning of the school year there are a number of new students who enter our building. Some of them feel worried about finding their way in a new school or making new friends. They may also feel lonely, shy or excited. For the first 5-6 weeks of the year the counselors run a Newcomers Club. Here are some of the activities we do with the students:

#### **Week 1: Purpose of the group Rules**

“Find Someone Who...” Activity

“The Interview Game”

During the first meeting we discuss the purpose of the group as well as the group rules. We also do an activity called “Find Someone Who....” (see handout) to help the students get to know one another in a group setting. The students are given the “Find Someone Who....” worksheet with a list of 10-15 Items. These items may include things like find someone who has a pet, has a brother or sister, is an only child, was born in the same month, likes pizza, plays a musical instrument, etc. When they find someone who fills any of these descriptions the person signs their name next to that description. When the

grid or most of the grid has been completed the activity is over. Discuss what you found out about one another. Are there similarities, differences? Another activity I sometimes use to break the ice on the first day of a group is called the Interview Game. In this game each group member finds a partner. They are given about 10 minutes to share their names, hobbies, interests, favorite thing about school, favorite vacation place, grade they are in, if they have any pets. Etc. Tell them after they share this information with one another they will then share it with the group. Have each pair introduce one another and share the information. When I do this activity I find it easier to have some questions written out ahead of time. (see sample "Tell Me About Yourself" outline) Using either one of these activities is a great way to start the group and help the students to get to know one another.

## **Week 2**

### **Tree of Change**

During the second week the students make a list of some of the similarities and differences between their old school and their new school. Using precut construction paper leaves the students can write and/or draw about one of those changes. The leaves are then taped to a paper tree I have taped to the wall

## **Week 3**

### **Feeling Train**

During the third week the students discuss the many feelings they experience being the new kid in school. The students write or draw their feelings on their individual train car (drawn on construction paper by the counselor). These are then connected to make one long train.

## **Week 4**

### **Who's Who**

In order to help the students learn who is who in our building, we play "Who's Who?" Prior to doing this activity I make sure I have pictures of several staff members such as the principal, secretary, nurse, art teacher, gym teacher, music teacher, librarian, custodian, and cafeteria people. Tape the photos to the wall

Have strips of paper with the names of the people in the photo. Students must try to match the name to the face. After all the names and faces have been correctly matched we discuss the roles of each person.

## **Week 5**

### **Story - Billy and the Big New School by Catherine and Laurence Ariholt**

This is a story I share with the students towards the end of the group. It is about a boy named Billy who is nervous about starting in a new school. He worries that he may get lost or may not make any new friends. By the end of the story Billy not only likes his new

school but has made a very good friend. This is a story geared more towards first or second grade.

## **Week 6**

### **Celebration Game Day**

On the last day of group I use “the New Student Game” by Marco. The game is a great way to tie together everything from the previous weeks. The New Student Game asks questions such as name the school nurse, name the school librarian, tell how this school is like your old school, name one new friend you have made, tell one safety rule, etc. This game can be used at all ages.

<b>Find Someone Who...</b>	
Has a pet	
Likes ice cream	
Is the same age as you	
Is an only child	
Likes recess	
Buys his or her lunch	
Brings his or her lunch	
Has a classroom near yours	
Plays a musical instrument	
Likes pizza	
Was born in the same month as you	
Has brothers or sisters	
Is an only child	
Is or has been on a sports team	

**Tell me about yourself...**

1. Name

2. Grade

3. People in my family

4. Favorite food

5. Favorite vacation place

6. Pets

7. Hobbies

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## **Best Practices in School Counseling**

### **Career**

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**Title:** Career Interviews

**Name:** Sallye Sadlocha

**School:** Valleyview Elementary School

**Grade Level:** 3

**Standard:** Career Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competencies:** C:A1.2 Learn about the variety of traditional and non-traditional occupations

**NYS Learning Standard:** CDOS Standard 2: Integrated Learning: Students will demonstrate how academic knowledge and other skills are applied in the workplace and other settings.

CDOS Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**Resources/materials:** Interview worksheet (example below)

**Evaluation methods:** Students write a brief report on their interview that is graded by teacher.

**Lesson plan/procedure:**

1. In this lesson, students will prepare for, and then interview, an adult regarding their job, and how skills learned in school are used on the job.
2. The leader hands out the interview form, and reads through it with the children, giving instructions for interviewing and filling out the worksheet.
3. Using a sample occupation, have students brainstorm possible answers to the questions.
4. Please note that, due to unemployment, care needs to be given with regard to the students' home situations. Provide an in-school alternative, if necessary (ex. using school staff who will volunteer to be interviewed).
5. Upon completing their interview, student write a brief report on the interview that the teacher uses as part of the English Language Arts program.

**Sample Interview Worksheet**

Student Name	
Person Interviewed	
What is your job?	
What do you do at your job?	
How long did you go to school to do your job?	
How do you use reading skills in your job?	
How do you use writing skills in your job?	
How do you use math skills in your job?	
Which of these three skills is the most important in your job?	

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## **Best Practices in School Counseling**

### **Academic**

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**Title:** Build a Time Plan

**Name:** Bob Wilkins (retired)

**School:**

**Grade Level:** 8

**Standard:** Academic Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

**Competencies:** A:A2.5 Refine study and organizational skills

**NYS Learning Standard:** Health, Physical Education, and family and Consumer Sciences Standard 3: Resource Management: Students will understand and be able to manage their personal and community resources.

**Resources/materials:**

1. Paper
2. Pencils
3. Chalkboard

**Evaluation methods:** Volunteers will report back to class at end of one week

**Lesson plan/procedure:**

Tell the group that they are going to do some thinking about how to best use their time. One advantage of doing such a time study will be that they will also know how much time can be for leisure. For a take home assignment, ask each member of the group to approximate how much time should be spent on each subject from school. Ask each person to figure how much time is used for dinner and other things like practice, etc.

On the next day, ask for volunteers. Ask several volunteers to show on the board how they allotted time during the evening. Once several examples are up on the board, ask for discussion about whether these time plans would work for everyone. There will be many different opinions about the amount of time needed for various activities.

Ask if anyone is willing to do an experiment. Once there are several volunteers, ask these people if they would be willing to stick to their time schedule for one week. At the end of the week, ask for a report back from the volunteers. See if there was any change in academic satisfaction or performance. Most likely, there will be positive results to illustrate the value of time management.



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## **Best Practices in School Counseling**

### **Personal/Social**

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**Title:** Choose To Win!

**Name:** Ann Morrone

**School:** Norwich Middle School

**Grade Level:** 7

**Standard:** Personal/Social Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies:** PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

**NYS Learning Standard:** CDOS Standard 3a: Universal Foundation Skills: Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

**Resources/materials:**

1. Paper and pencil to draw logo and write slogans
2. Gummed labels that can be worn

**Evaluation methods:** Students display understanding through their explanation of their button, it's meaning, and how the group decided upon it.

**Lesson plan/procedure:**

Begin by saying, "We have looked at people around us to learn the characteristics of winners and losers. We have also looked at ourselves to see where we are on the losers/winners scale and we have thought of activities we might do to move ourselves toward the winner's mark. When you come right down to it, though, whether we become winners or not depends more upon one thing than anything else. That one thing is our attitude. If we develop a good, positive attitude and learn that nothing will keep us from being a winner, then guess what? We will be winners!"

Divide the class into small groups. Each group creates a slogan to inspire one to work toward being a winner. They also may draw a logo and display the slogan around this logo as a button to be worn. After completion, one member from each group presents their button to the class and explains its meaning and how the group decided upon it.

*CLOSURE:* “We have come up-with several very clever and inspiring slogans. How are they alike? How are they different? How can a slogan be useful in helping us reach a goal?”

*SUMMARY:* “In this unit that concludes today we have looked at winners and losers. The title of our activity was “Choose to Win.” We hope you’ve come away with the idea that whether you become a winner or a loser is mainly up to you. With a good attitude and a good effort, you too, can CHOOSE TO WIN!

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## **Best Practices in School Counseling**

### **Career**

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**Title:** 8<sup>th</sup> Grade Career Project

**Name:** Charles Todd

**School:** Martha Brown Middle School

**School District:** Fairport CSD

**Grade Level:** 8

**Standard:** Career Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Career Standard B: Students will employ strategies to achieve further career goals with success and satisfaction.

**Competencies:** C:A1.1 Develop skills to locate, evaluate, and interpret career information.

C:B1.5 Use research and information resources to obtain career information.

**NYS Learning Standard:** CDOS Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

ELA Standard 1: Language for Information and Understanding: Students will listen, speak, read, and write for information and understanding.

**Resources/materials:**

1. O\*Net website
2. Choices Computer Program

**Evaluation methods:** See below

**Lesson plan/procedure:**

**Purpose:**

1. To have 8<sup>th</sup> grade students become more aware of themselves and how their decisions affect their future plans.
2. To have students increase their awareness of what career resources and information are available through the “Choices Program” and the use of the “O\*Net”.
3. To have each student become more aware of what careers might be appropriate for him/herself.

**Goal:**

1. To have each 8<sup>th</sup> grade English student research a career in depth.
2. To have each 8<sup>th</sup> grade students develop their own electronic career portfolio.

**Procedure:**

1. The guidance staff will give a classroom presentation as to the use of the Choices program.
2. The students will complete the “Planner” and take the interest checklist.
3. The student, with the aid of the Guidance Staff and English teacher, will research a chosen career.
4. The student will complete a written outline and be prepared to give an oral presentation in their English class. The English teacher will grade the outline and oral presentation.

**The Outline:**

**1. Consider three major focuses:**

- a. The student’s awareness of him/herself.
- b. Research of specific career.
- c. Develop a conclusion, which brings together the student’s self-awareness, and how it applies to the career explored.

**2. Self Focus:**

- a. Ask yourself, “ What abilities, interests, values, education, and attitudes do I have and which of my personal characteristics might help me in finding a career.
- b. Activities- Use Career Futures Program

**3. Career Information Focus:**

- a. Use the Choices Program to identify some careers that fit you. Next select one career you want to explore in more depth. Ask yourself “ How can I prepare for and enter this kind of work?”
- b. Things to Consider- Qualification Profile:
  - 1) **Work Description-** What does a person do in this career?
  - 2) **Education-** What training, preparation & education are needed to do this occupation?
  - 3) **Skills-** What basic skills, work place skills and abilities are needed?
  - 4) **Work Situation-** What kind of environment is there?
  - 5) **Physical demands-** What is required physically?
  - 6) **Earnings-** What kind of salary or pay is earned?
  - 7) **Future Outlook-** What is the growth rate expected for this career?
  - 8) **Related Careers-** What are some similar careers?

9) **School Courses-** What school classes are helpful for this career?

4. **Conclusion:**

- a. How does my self-evaluation fit with the career explored?
- b. Points to consider:
  - 1) Personal qualities you have that apply to the career.
  - 2) What points do you lack; what needs further development?
  - 3) What do you like about the career and what do you dislike?
  - 4) How would such a career fit with the type of life style you see yourself living?

**Grading: (Things that might be considered)**

1. **The Outline:**

- a. General organization
- b. What points to include:
  - something about yourself
  - career information
  - conclusion
- c. What references and sources were used?
  - Choices Program
  - Web sites
  - books
  - Interviews

2. **The Oral Presentation:**

- a. Appearance: neat, orderly, good eye control.
- b. Organization:
  - 1) Beginning- How you start, introduction of topic.
  - 2) Middle- Content, how interesting, number of points included.
  - 3) Conclusion- (see below)
- c. Content:
  - 1) Did you include something about your self?
  - 2) How much information did you research- top areas in qualification profile?
- d. Conclusion
  - 1) How well were you able to bring the information together?
  - 2) Ability to summarize important points you included in the main body of talk.
  - 3) Did you share some information about yourself and how this career does or does not fit you?
- e. Presentation Qualities:
  - 1) Clarity of voice
  - 2) Flow of ideas.
  - 3) If at ease or nervous.

- 4) Use of gestures (hands)
- 5) Use of outside materials, i.e., pictures, overheads, charts, blackboard, etc.
- 6) Time: staying within 3 - 5 min. limit.

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## **Best Practices in School Counseling**

### **Personal/Social**

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**Title:** Labels

**Name:** Paula Curci

**School:** Sewanhaka High School

**Grade Level:** 9-12

**Standard:** Personal/Social Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies:** PS:A2.3 Recognize, accept, respect and appreciate individual differences

**NYS Learning Standard:** Health, Physical Education, and Family and Consumer Sciences Standard 2: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

CDOS Standard 3a: Universal Foundation Skills: Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

**Resources/materials:**

1. Magic markers
2. Paper or index cards

**Evaluation methods:** Counselor will assess students' level of understanding based on post-activity discussion.

**Lesson plan/procedure:**

1. Create labels for every student in the room. Labels should be stereotypes like "jock", "prep", "bookworm", etc.
2. As students enter the room, tell them you'd like to try an experiment and that the experiment requires that you tape a label on their back. Students **should not** try to find out what their label says.
3. After everyone is labeled, break the students into dyads.
4. Ask the students to begin a dyad discussion referring to their partner as if they were the labels on their back.
5. Switch to other dyads several times.
6. On the last switch, tell students to speak as the label they think is one their back.
7. After the final switch, ask if anyone thinks they know what their label is and have students remove their labels.
8. Begin an open discussion regarding:

- ✓ How did it feel to be spoken to as they were?
- ✓ Did they find most people only spoke to them about certain things or treated them in a particular way?
- ✓ Were they comfortable or uncomfortable with their label?
- ✓ What are the assumptions people make about stereotypes?



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## **Best Practices in School Counseling**

### **Academic**

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**Title:** Getting Back on Track Workshop

**Name:** Dr. Louis J. Bamonte, Chairperson of Guidance

**School:** Walter G. O'Connell Copiague High School

**Grade Level:** 9

**Standard:** Academic Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**Competencies:** A:A2.5 Refine study and organizational skills

**NYS Learning Standard:** CDOS Standard 3a: Universal Foundation Skills: Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

Health, Physical Education, and Family and Consumer Sciences Standard 3: Resource Management: Students will understand and be able to manage their personal and community resources.

**Resources/materials:**

1. Facilitator's guide (attached)
2. Parent-student handouts
3. Snacks
4. Transparencies

**Evaluation methods:** Students attending the workshop will experience improved academic success at his or her next report card.

**Lesson plan/procedure:** See attached

**GETTING BACK ON TRACK**  
**An Interactive Parent-Student**  
**Academic Improvement Workshop**

Created By:  
Copiague High School  
Guidance Department

7pm-7:15pm	Welcome, Introductions Setting the Stage and Explaining the Purpose Contracts & Promises: Beginning with the End in Mind Overviewing the Workshop Process ✓ Small Groups ✓ Large Groups ✓ Power Play Experiences
7:15-7:20pm	PowerPlay Process #1: Thoughts
7:20-7:25pm	Explanation of Phase One (Identification of Problems and Obstacles to Academic Formation of Small Groups
7:25-7:45pm	Getting Back on Track 1: How Did I Get Off Track? Small Group Sessions: Listing Problems
7:45-7:55pm	Large Group Sharing of Problems & Obstacle
7:55-8:00pm	Power Play #2: Time
8:00-8:05pm	Explanation of Phase Two (creating workable Solutions for controllable problems) Formation of Small Groups
8:05-8:25pm	Getting Back on Track 2: How Do I Turn things Around in April, May & June? Small Groups: Solutions for Selected Problems
8:25-8:45pm	Large Group Sharing of Solutions
8:45-9:00pm	Parent-Student Session Getting Back on Track 3: Making It Personal What Am I Willing to Do to Change? Contract Writing: A Plan and a Promise

9:00-9:05pm

Closing: Did you Get Back On Track?

### **Detailed Notes For Facilitators**

#### **7:00PM-7:15PM**

Welcome

Why We Are Here Tonight

(To identify the problems and solutions associated with improved academic performance)

Video

A brief two minute video will be shown to set the stage for the evening. The video has an important message that defines the parameters of the workshop and creates a back-drop for getting the workshop underway. At the conclusion of the video, I'll ask if anyone was able to notice the important message and then speak briefly about:

- ✓ the assumptions that I've made about people who came to the workshop
- ✓ beginning with the end in mind: leaving tonight's workshop with a plan and a promise an overview of the process of the workshop

The "Getting Back on Track" Workshop has three phases. In the first phase we'll identify all the problems and obstacles associated with poor academic performance and attempt to select those issues that are most likely to be resolved.

In the second phase, we'll select problems and generate solutions. And in the third phase, we'll make the process very personal by creating a plan and a promise (a contract) for the remainder of the school year (hopefully will be able to be used in years to come, as well). Between the small group sessions, we'll have limited large group sharing. Also, at three points in the workshop, there will be a brief two or three minute description of a power play process that is designed to focus attention on ideas that would help improve academic performance and also become segue into the next workshop activity. For each of these power play moments, there will be material in each participant packet for further reading and review.

#### **7:15 PM - 7:20 PM**

Power Play Process #1: Thoughts

This brief power play revolves around having positive thought to do well (e.g. "I am intelligent enough to master my courses") and focusing our thoughts on what we're doing at the present moment (be here now) and thus reducing distractions. Since distractions and negative thoughts are two common obstacles to doing well, this power play will provide a segway into our first group session about identifying problems and obstacles.

#### **7:20PM-7:25PM**

Explanation of Phase One

Identification of Problems and Obstacles associated with poor Academic Performance.

### Formation of Small Groups

We'll separate parents from students and further subdivide them into small groups of about 10-12 (each group will either have 10-12 parents or 10-12 students and one Facilitator).

The method of dividing is not yet "set in stone". I'm thinking about doing it according to the month of their birthdays or the first letter of their first or last name.

Each facilitator will have either a group of students or a group of parents to work with for this first session.

### **7:25 PM - 7:45 PM**

#### Small Group Session #1

#### Getting Back on Track I: Derailment and How Did I Get Off Track?

After groups have been formed at various locations in the cafeteria, each facilitator will introduce themselves to the group. Be sure, if at all possible, that the group is seated in such a way as to facilitate communication.

Ask for someone in the group (other than yourself) to be a Recorder. Their task is to write down all the ideas that are generated by the group (felt-tip markers and newsprint will be provided for each group). Also ask for a Reporter-someone (other than yourself) to be available to report on the group's work in the large group sharing session. Please note that the number of groups will determine how many small groups will have the opportunity to report.

The facilitator role is simply to guide the discussion and keep things lively and moving along. Other roles that facilitators frequently fulfill are listed in the Handout: Ten Tips When Facilitating Discussions (you probably don't need them)

The power play described above could be used as a segue into this group session by first asking what they heard in that power play and what they thought of the idea. To get them going, you can use the idea of "Distractions" as one problem area (i.e. a problem I (or my child has) is that I'm easily distracted.

From this point, brainstorm all the problems and obstacles that they (or their child) experience that cause them not to be as "school successful" as they could be. Brainstorming is simply a process whereby an idea is given and written down with no discussion or judgments made about the quality of the idea. The process "works" when as many ideas are generated as possible.

If ideas are slow in coming, you can "prime the pump" by:

- a. asking each to write down one problem or obstacle thereby giving them time to think.
- b. focusing their attention on the study skills survey in their packet and asking them to say if any of these ideas sound familiar.

- c. offering an idea of your own.
- d. using immediacy, that is, simply focusing their attention on the question: Why is it so difficult for us to generate ideas on this topic?
- e. ask: What are some problems that others outside this group may have with academic achievement?
- f. ask them to recall the comments from their last report card or progress report as possible statement of problem areas.

After you've spent about five to seven minutes brainstorming ideas, have the group CODE each idea in two ways (have recorder place codes next to each item on the news-print sheet)

First set of codes- code each problem as heavy, medium, light.

Heavy - if it's a very difficult problem for students to solve.

Medium - if it's a medium problem for students to solve (takes some effort but can be done)

Light- if it's a problem that students could solve easily.

Try not to allow them to discuss each one at length, but rather code each of them quickly.

Second set of codes-code each problem as either out of control (OC) or definitely controllable (DC) according to which problems they feel they could do something about (DC) or could not do something about (CC). For parent groups, the question is: Which problems do you think your son or daughter could do something about (DC) or cannot do something about (CC).

The above tasks form the primary task for this session and should "fill up" the time allotted. However, if you finish before time is called, do one of the follow (your choice).

- A. Go back to the items generated and ask for someone to describe that problem or obstacle in greater detail.
- B. As a segue into the next small group session, select a doable problem (one that is light or medium and is definitely controllable (DC) and ask the group to come up with solutions.
- C. Repeat A or B as time permits.

#### **7:45 PM - 7:55 PM**

Return to Large Groups for Limited Sharing of Problems and Obstacles.

Groups will not move at this point but merely be called to focus their attention as a large group again (as they were when the evening began).

Depending on the number of groups, I will invite some of the groups (the reporter and the recorder) to come up and share three of the DC problems with the rest of the group. I'll invite, as time permits, a representative from parent groups and from the student groups. I'll most probably comment on the similarities and differences between the parent and student groups and anything else I can think of. I'll also ask for the recorders from each

group to place the newsprint in a specified location in the room. And, if I'm not a facilitator myself, I'll tape them to a wall so all can view them.

If time permits, I'll ask for a sharing of some of the out of control problems. Also if time permits, I'll ask the group that did not come up to contribute an idea or two to the list of obstacles and problems.

### **7:55 PM - 8:00 PM**

#### **Power Play Process #2 Time**

I'll use the general sharing session as a segway to briefly speak about the second power play process: time. In this brief power play process moment, I'll refer to the management and mismanagement of time as a potential success builder and refer to the use of agenda books and materials in their packet as ways to overcome this obstacle.

Because I'll want to segway (you're probably tired of that word) into the next small group session, I'll use the issue of time management as an example problem and a solution to introduce the next phase of the program: solution discovery. I'll also sneak in another "t" word here - "tools" and refer to items in their packet.

### **8:00 PM - 8:05 PM**

#### **Explanation of Phase Two**

#### **Solutions for Better Academic Performance**

#### **Formation of Small Groups**

We'll divide into small groups of about 10-12 people. This time the groups will be mixed - parents and students together (but, if I'm a student I won't necessarily be in a group with my own parent - they see enough of each other, don't you think?)

Anyway, each facilitator will now have one mixed group to work with in this second small group session.

Once again, ask for a recorder and a reporter.

### **8:05 PM-8:25 PM**

#### **Small Group Session #2 Getting Back on Track 2:**

How do I get re-railed and turn things around in April, May and June of 1999 and beyond?

After our mixed groups have formed at various locations in the cafeteria, each facilitator will introduce themselves to the group. Again, be sure that the group is scaled in such a way as to facilitate good communication.

To begin, re-focus their attention on the example of a problem and its solution given in the power play process above. This will be the task of this small group session: to identify two or three DC (definitely controllable) problems and generate more solutions for each one.

Here's another example. The problem is that I can't study because there's too much noise

in my house. Possible solutions could be:

- ✓ find time when the house is quieter
- ✓ find other places to study
- ✓ speak to Mom and Dad about the problem.

The focus of this session should be on problems that have solutions that could be implemented. The recorder should note the problem and the solutions that are discussed. When you feel you've exhausted all of the solutions for one problem, go on to the next one.

If things are slow, you can:

- A. Draw on your own experience of student problem and solutions you've experienced and observed.
- B. Send one person to look at the problem sheets that will be posted in various places around the room (I hope!)
- C. Be prepared with a mental image of student problems and solutions (hint: as you know, most of the solutions are common sense anyway!)
- D. Ask for one brave student to explain a problem he or she is having and ask the group to help "save" this student by proposing reasonable, doable courses of action.

You should be able to do two or three problems and solutions during the time allotted. If time permits, feel free to:

- a. do more problems and solutions
- b. have students mentally (and verbally if they are willing) select a problem/solution and talk about how it relates to them - that is, to "own" that problem and solution.

This will be a good segway (there's that word again) to Phase three of tonight's program, which will allow students to make a plan for improvement.

### **8:25 PM - 8:35 PM**

Return to Large Group for Limited Sharing of Solutions

Group will not move at this point but merely be called to focus their attention as a large group.

Depending on the number of groups, I will invite some groups (a recorder and a reporter) to come up and share one problem and one set of solutions that their group proposed for that problem. If time permits, we'll arrange to have all the problem/solution sheets posted around the room.

### **8:35 PM - 8:45 PM**

Power Play Process #3: Targets

In this brief power play moment, I'll simply focus their attention on a third aspect of student success: targets. Targets is a "t" word for goals and goals are the beginning of

having a workable plan and making a promise to yourself to improve - which is the focus of the third phase of this evening's workshop.

**8:45 PM -9:00 PM**

Parent-Student Session

Getting Back on Track 3

How do I make it concrete and personal?

At this point, I will ask each student to sit with his or her own parent. I'll focus their attention on a copy of a contract that is in their packet and ask that together they begin to complete the various parts of the contract in order to make this evenings process personal for each student and enable them to leave with a follow-up plan. The contract will involve listing problems and identifying solutions that are in their control and a resolve to keep their self-promises.

While they are in this contract-writing phase, I would ask that the facilitators walk around the room and offer assistance wherever possible.

I'm not sure if we'll be able to complete this portion of the workshop but at the very least, they will make a start and be encouraged to complete it at home. Time permitting, I may ask for a brave person or two to share parts of their contract with the large group. I'll also ask that over the next week, students bring their completed contract to the guidance office so I can make a copy because:

- a. I don't have enough paper in the guidance office.
- b. I'd like to see what the results of our efforts have been.
- c. I'd like to evaluate the level of commitment to the process we've engendered.
- d. I'm nosy.

**9:00 PM - 9:05 PM**

Closing: Did You Get Back on Track?

By this time, (and it may be slightly later) everyone -parents, students, facilitators - will probably have had it and be ready to call it a night. We'll have some refreshments to keep them happy and perhaps "hang around" for informal questions.

All we'll have to do at this point is sit back and wait for those 80's and 90's to start rolling in.



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## **Best Practices in School Counseling**

### **Career**

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**Title:** Surviving the College Search Process: A Workshop For Juniors and Their Parents

**Name:** Douglas Morrissey & Erin Russo

**School:** Canajoharie High School

**District:** Canajoharie CSD

**Grade Level:** 11

**Standard:** Career Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

**Competencies:** C:B1.1 Apply decision making skills to career planning, course selection, and career transition.

**NYS Learning Standard:** CDOS Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate person skills, aptitudes, and abilities to future career decisions.

**Resources/materials:**

1. PowerPoint presentation
2. Projector/Overhead
3. Screen

**Evaluation methods:** Counselors work with families throughout junior and senior year to identify, apply to, and be accepted at appropriate colleges. Students are evaluated subjectively during this process.

**Lesson plan/procedure:**

Early in the second semester of each school year, this workshop is held in our school auditorium. Parents and students are invited by mail. In addition to copies of the slides presented, attendees receive packets of information on financial aid, college admissions, and other important information.

## Appendix A: History

Throughout most high schools and some elementary schools in the Nation, one will find some provision for school counseling and guidance. However, there is some controversy as to how these counseling and guidance programs or services are viewed. There seems to be a various number of conceptual perspectives as to what guidance is. Harold Munson (1971) indicates that this multiple view of guidance is a reflection of the flexibility of guidance to respond to societal change and to the changing needs of the individuals in it. *“Guidance that maintains the status quo, that fails to adapt to the times, and that remains blind to the vitality of people can never hope to be an institutional or societal force, nor can it achieve any lasting influence on the individuals it serves.”*

While much of the guidance perspective in secondary schools developed after WWII, Frank Parsons and the founding of the Vocational Bureau of Boston in 1908 set the foundation for much of what many counselors would do in helping students find a place in the world. Parsons and his followers emphasized three concepts:

1. In choosing a vocation a person needed a clear understanding of themselves, their abilities, interests, ambitions, and limitations. The counselor’s role was to help the individual in learning about their personal characteristics.
2. A person needed to obtain knowledge about the world; what opportunities and prospects are available and what requirements are needed to succeed in

a chosen field. The counselor plays an information-giving role; as a trained person he or she would provide materials about work.

3. A person would have to use their reasoning to blend the information about themselves and the information about the working world. The counselor would guide the client in the reasoning process in order to develop a clear and logical direction for the person.

The National Vocational Guidance Association was formed in 1913 and was the spearhead for the guidance movement until 1952 when the American Personnel and Guidance Association was organized. During this time some other elements began to influence the nature of guidance. At Columbia University, Truman L. Kelley used the term “educational guidance” whereby counselors aided students in their choice of studies and in other school adjustments. Guidance counselors began to help students in selecting courses of study to prepare for work after high school.

Between the Great Depression and WWII, not much changed in the evolution of guidance and counseling. One element did begin to evolve with the employment of standardized testing first in industry and then the military. High schools began to use intelligence measurements for children. While the test results were not shared with parents or students, by the 1950’s the public became enamored of the “IQ” and parents clamored for data that would help them understand their children.

The growth in various types of test batteries coincided with a significant growth in the role of the guidance counselor. Many ex-GI's after WWII and the Korean War sought opportunity for a college education and received help through counselors at the Veterans Administration. As these service men gained education they expected their public schools to provide services that would aid their children in obtaining a higher education. Suddenly guidance was afforded a significant role in the national education process.

In 1956 the National Defense Education Act (NDEA) increased funds to education to help the United States regain an academic and competitive edge in technical sciences and mathematics so we could meet the challenges of the space race. Part of this funding was used to increase the number of school counselors who had expertise in college admissions and therapeutic skills. Counselors were hired to help students resolve problems that might be a barrier to their academic success. By the early 1960's the counselor's role began once again to evolve. School counselors looked at the student in a more developmental way, focusing on the whole child. Gilbert Wrenn's (1962) book, *The Counselor in a Changing World*, asserted that the primary emphasis in counseling students should be placed on their individual, developmental needs, in contrast to the remedial needs and the crisis situations in their lives. By looking at a student developmentally there came a call for elementary counseling. Many counselors were past teachers and in many states counselor certification required teaching experience. By looking at the child developmentally, school counselors began to receive more training in the

psychological and personal/social aspects of the student. Some schools showed an increase in individual and group counseling as well as the more traditional vocational and academic guidance. Carl Rogers' "Client Centered Therapy" (1965); Piaget's cognitive stages, Maslow's need hierarchy and many other theories emphasizing the humanistic perspective helped to change the face of school counseling.

There were also several legislative acts both at the federal and state levels that impacted on what role counselors were to play in academic settings. As mentioned, NDEA helped to promote an increase in the number of school counselors. The original Part 100 of New York State Education Law required at least one certified school counselor in each school grades 7 through 12. In 1973 a civil rights law, The Rehabilitation Act, was passed. Section 504 of the law prohibited discrimination against individuals with disabilities. This section ensured that the child with a disability had equal access to an education and might receive accommodations and modifications. The act was re-authorized in 1992. School counseling offices became very involved in monitoring and coordinating programs that support identified 504 students.

In 1975 PL 94-142 Education for All Handicapped Children was passed and re-authorized in 1991 as IDEA (Individuals with Disabilities Education Act) and again re-authorized in 1997. The purpose of this Act is to assure that all handicapped children have available to them, within the time periods specified, a free appropriate

public education that emphasizes special education and related services designed to meet their unique needs. Unlike Section 504 of the Rehabilitation Act, in this Act a school must provide an individualized education program (IEP) which spells out in a written form what actions will be taken to meet the child's educational goals. Counselors often became coordinators and providers for counseling services to identified students.

As in many states, school counselors in New York State found that their role and function became more clearly defined through regulatory statutes. The responsibilities of the counselor expanded to include not only career development and academic advisement, but also such areas as identification of students with special needs, attendance intervention, and working with students with personal and social issues that interfere with the learning process. Counselors began to see their work as a balance of looking at the student from three perspectives or domains: the academic, the career, and the personal/social. In 1989, New York State, in response to business and industry demands, and a comparison of our students to the youth of Europe and Japan, instituted the "Regents Action Plan" in order to increase the qualifications for graduation. The focus was meant to result in more competitive students in the work force. This initiative coincided with "The New Compact For Learning" aimed at developing strategies to better meet society's urgent need to do a better job in preparing youth for adult life. As part of this school reform effort, counselors were to help students develop outcomes in "Learning to Learn (educational goals), Learning to Work (career development goals) and Learning to Live (personal/social goals)". In the mid 1990's, these three foundation areas became reworked to form "The New York State Learning Standards".

In 1990, The Education Trust was established by the American Association for Higher Education, as a special project to encourage colleges and universities to support K-12 reform efforts. Through such efforts states like New York were aided in the reform process. The reform movement took another large step through H. R. 1804 Goals 2000: Educate America Act. This act was a reflection of the goals that came out of the SCANS Report (The Secretary's Commission on Achieving Necessary Skills) sponsored by the US Department of Labor, June 1991. As part of this reform movement, the American School Counselor Association (ASCA, 1990) professed a commitment to individual uniqueness and to maximum development in three major areas: academic, career, and personal/social. ASCA also stated that school counseling programs are developmental and systematic in nature, sequential, clearly defined, and accountable. They are jointly founded upon developmental psychology, educational philosophy, and counseling methodology, (ASCA, 1994). The school counseling program is an integral part of the educational enterprise. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills.

The school counseling field seeks to meet the needs and pressures of an ever-changing society. In facing these challenges and to bring together the various counseling viewpoints from around the country, ASCA presented its call to action in developing *The National Standards for School Counseling Programs* (1997). ASCA then followed with implementation

strategies for achieving the national standards (1998). Finally, ASCA has presented a draft form of their new *National Model for School Counseling Programs* (2002).

The New York State Education Department has initiated, in response to the direction set by Congress, through new mandates under No Child Left Behind, a revitalization of the School to Work Program, The SAVE Legislation, and character education including the Child Assets initiative. The state has implemented the new Learning Standards, and state assessments, and is now working to strengthen parts of the Standards, such as Career Development and Occupational Studies (CDOS).

In focusing towards a unified educational system that provides for all students, bridges the achievement gap and is geared towards academic achievement, The New York State Board of Regents summarizes its current goals into six categories:

1. All Students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world
2. All educational institutions will meet Regents high performance standards
3. The public will be served by qualified, ethical professionals who will remain current with best practice in their fields and reflect the diversity of New York State
4. Education, information, and cultural resources will be available and accessible to all people

5. Resources under the care of the NYS Education Department will be used or maintained in the public interest
6. Our work environment will meet high standards

Through analysis, the Board of Regents has identified the needs of educational systems, of which school counselors are an integral part. In each of the above mentioned categories, a comprehensive school counseling program can address the needs of students in achieving high academic performance through collaboration and teaming with staff to provide support, bridging the gap in education and providing for all students, developmental programs that address the need for career curriculum and diversity in the workplace.

The New York State School Counselor Association (NYSSCA) integrates the various trends from the federal government, New York State Education Department and the American School Counselor Association. NYSSCA realizes that we as counselors must develop a common vision and speak with one voice. Change is inevitable. However, we can be moved and shaped by those events around us or we can be those persons who are the change agents and shape our world. A goal of the *New York State Model For Comprehensive K-12 School Counseling Programs* is to support the school's academic mission. School counselors do this by examining students' academic needs and developing interventions that are designed to help the student succeed. This includes a clear understanding of the three domains of student' lives.

## **Appendix B: Part 100 and School Counseling Programs**

**A**s per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students
  - (i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.
  - (ii) In grades 7-12, the guidance program shall include the following activities and services:
    - a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
    - b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
    - c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
    - d. The services of personnel certified or licensed as school counselors.
  - (iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community

school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of staff members

and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Office of Elementary, Middle, Secondary and  
Continuing Education/Part 100/100.2a/2002

## **Appendix C: New York State Learning Standards**

### **Health, Physical Education, and Family and Consumer Sciences**

#### **Standard 1: Personal Health and Fitness**

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

#### **Standard 2: A Safe and Healthy Environment**

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

#### **Standard 3: Resource Management**

- Students will understand and be able to manage their personal and community resources.

### **Mathematics, Science, and Technology**

#### **Standard 1: Analysis, Inquiry, and Design**

- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

#### **Standard 2: Information Systems**

- Students will access, generate, process, and transfer information using appropriate technologies.

#### **Standard 3: Mathematics**

- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

#### **Standard 4: Science**

- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

#### **Standard 5: Technology**

- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

#### **Standard 6: Interconnectedness: Common Themes**

- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

#### **Standard 7: Interdisciplinary Problem Solving**

- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

### **English Language Arts**

#### **Standard 1: Language for Information and Understanding**

- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from



oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2: Language for Literary Response and Expression**

- Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 3: Language for Critical Analysis and Evaluation**

- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4: Language for Social Interaction**

- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## **Languages Other Than English**

**Standard 1: Communication Skills**

- Students will be able to use a language other than English for communication.

**Standard 2: Cultural Understanding**

- Students will develop cross-cultural skills and understandings.

## **The Arts**

**Standard 1: Creating, Performing, and Participating in the Arts**

- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Standard 2: Knowing and Using Arts Materials and Resources**

- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Standard 3: Responding to and Analyzing Works of Art**

- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**Standard 4: Understanding the Cultural Contributions of the Arts**

- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**Career Development and Occupational Studies**

**Standard 1: Career Development**

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**Standard 2: Integrated Learning**

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**Standard 3a: Universal Foundation Skills**

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**Standard 3b: Career Majors**

- Students who choose a career major will acquire the career- specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

**Social Studies**

**Standard 1: History of the United States and New York**

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live— local, national, and global— including the distribution of people, places, and environments over the Earth’s surface.

**Standard 4: Economics**

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision- making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

**Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and the responsibilities of citizenship, including avenues of participation.

## **Appendix D: Benefits of Comprehensive School Counseling Programs**

**C**omprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

### **Benefits for students**

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.

### **Benefits for parents**

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

### **Benefits for teachers**

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.

3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### **Benefits for administrators**

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school counseling program

### **Benefits for local Boards of Education**

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

### **Benefits for school counselors**

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.

6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap!

### **Benefits for student services personnel**

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

### **Benefits for business and industry**

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

### **Benefits for the community**

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.

## **Appendix E: New York State Certification Requirements For School Counselors**

**T**he strategic goal of the Board of Regents is to provide New York State Educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

### **Provisional certification:**

- 1) A Baccalaureate degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop
- 5) School Violence Prevention Workshop
- 6) Fingerprinting Clearance

### **Permanent certification:**

- 1) Satisfaction of the above requirements
- 2) Master's Degree
- 3) Additional Graduate Work-30 additional semester hours in school counseling
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship

Please note that additional provisions may be required by certain school districts or localities.

## **Appendix F: Ethical Standards for School Counselors**

**A**SCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

### **Preamble**

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:



- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

### **A.1. Responsibilities to Students**

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

### **A.2. Confidentiality**

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
  - Student identifies partner or the partner is highly identifiable

- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

### **A.3. Counseling Plans**

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

### **A.4. Dual Relationships**

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

### **A.5. Appropriate Referrals**

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

### **A.6. Group Work**

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

### **A.7. Danger to Self or Others**

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

### **A.8. Student Records**

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

#### **A.9. Evaluation, Assessment and Interpretation**

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

## **A.10. Technology**

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

## **A.11. Student Peer Support Program**

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

## **B. Responsibilities to Parents/Guardians**

### **B.1. Parent Rights and Responsibilities**

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

## **B.2. Parents/Guardians and Confidentiality**

The professional school counselor:

a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

## **C. Responsibilities to Colleagues and Professional Associates**

### **C.1. Professional Relationships**

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

### **C.2. Sharing Information with Other Professionals**

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

## **D. Responsibilities to the School and Community**

### **D.1. Responsibilities to the School**

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

### **D.2. Responsibility to the Community**

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

## **E. Responsibilities to Self**

### **E.1. Professional Competence**

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

### **E.2. Diversity**

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

## **F. Responsibilities to the Profession**

### **F.1. Professionalism**

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.



- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

## **F.2. Contribution to the Profession**

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

## **G. Maintenance of Standards**

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

## **H. Resources**

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1 800 347 6647 [www.counseling.org](http://www.counseling.org).

American School Counselor Association. (1997). *The national standards for school counseling programs*. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1 800 306 4722 [www.schoolcounselor.org](http://www.schoolcounselor.org).

American School Counselor Association. (1998). *Position Statements*. Alexandria, VA.

American School Counselor Association. (1998). *Professional liability insurance program*. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). *Multicultural counseling competencies and standards*. Journal of Multicultural Counseling and Development . Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). *Confidentiality and privileged communication*. (1993). See American Counseling Association.

Association for Specialists in Group Work. (1989). *Ethical Guidelines for group counselors*. (1989). Alexandria, VA. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) [www.thomson.com](http://www.thomson.com).

Crawford, R. (1994). *Avoiding counselor malpractice*. Alexandria, VA. See American Counseling Association.

Forrester-Miller, H. and Davis, T.E. (1996). *A practitioner's guide to ethical decision making*. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1996). *ACA ethical standards casebook*. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1992). *Dual relationships in counseling*. Alexandria, VA. See American Counseling Association.

Huey, W.C. and Remley, T.P. (1988). *Ethical and legal issues in school counseling*. Alexandria, VA. See American School Counselor Association.

Joint Committee on Testing Practices. (1988). *Code of fair testing practices in education*. Washington, DC: American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202 336 5500

Mitchell, R.W. (1991). *Documentation in counseling records*. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). *National board for certified counselors: code of ethics*. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336 547 0607 [www.nbcc.org](http://www.nbcc.org).

National Board for Certified Counselors. (1997). *Standards for the ethical practice of webcounseling*. Greensboro, NC.

National Peer Helpers Association. (1989). *Code of ethics for peer helping professionals*. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919 522 3959. [nphaorg@aol.com](mailto:nphaorg@aol.com).

Salo, M. and Schumate, S. (1993). *Counseling minor clients*. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). *Legal issues in marriage and family counseling*. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). *Legal aspects of counseling: avoiding lawsuits and legal problems*. (Videotape). Alexandria, VA. See American School Counselor Association.

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.

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## **Appendix G: National Standards for School Counseling Programs**

### **Competencies and Indicators**

#### **ACADEMIC DEVELOPMENT**

**STANDARD A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**A:A1 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

**A:A2 Acquire Skills for Improving Learning**

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

**A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
- A:A3.3 Cooperatively with other students
- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

**STANDARD B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

**A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

**A:B2 Plan to Achieve Goal**

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan
- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

- A:B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

**STANDARD C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## Career Development

**STANDARD A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

**STANDARD B:** Students will employ strategies to achieve future career goals with success and satisfaction.

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the internet to access career planning information

**C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

**STANDARD C:** Students will understand the relationship between personal qualities, education, training, and the world of work.

**C:C1. Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests which influence career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

**STANDARD A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

## **Personal/ Social Development**

### PS:A1 Acquire Self-Knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goals setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights, and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

### PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

**STANDARD B:** Students will make decisions set goals, and take necessary action to achieve goals.

### PS:B1 Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**STANDARD C:** Students will understand safety and survival skills.

**PS:C Acquire Personal Safety Skills**

PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, Home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn how to cope with peer pressure

PS:C1.9 Learn techniques for managing stress and conflict

PS:C1.10 Learn coping skills for managing life events

*Legend: A:A-1. I = Academic Domain, Standard A, Competency I, and Indicator I.*

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## **Appendix H: Education Trust, Inc.**

### **TRANSFORMATION OF THE ROLE OF THE SCHOOL COUNSELOR**

1. Leadership Skills
2. Social Advocacy Skills—Proactive socially critical behavior that prepares one to voice and strategically plan to challenge the status quo in systems where inequities impede students’ academic success
3. Multicultural Counseling and Cross-Cultural Communication Skills
4. Use of Technology for monitoring student progress and student career planning; acquiring and accessing data needed to inform decision making of individual students and the whole school
5. Use of Data to Effect Change
6. Application of Coordination, Networking, Teaming and Collaboration Skills
7. Program Development, Management and Evaluation Skills (Tutoring, Peer Helpers etc.)
8. Persistence Training Skills
9. Learning Styles Knowledge and Applications Skills
10. Effective Presentation Skills with Multiple Audiences (Students, Parents, Administrators, Teachers, Politicians, Business Leaders, Community Based Organizations, etc.)
11. Knowledge of Learning Theory and Practical Applications for Students and Teachers
12. College/Career Counseling Skills
13. Application of Non-Traditional Parental and Community Outreach Skills
14. Ability to Apply Knowledge of Learning Theories to Positively Impact Student Achievement
15. Cooperative Learning Knowledge and Applications Connected to Group Dynamics
16. Understanding of Equity/Inclusion for Under Represented Students in Rigorous Coursework
17. Counseling and Consultation Skills
18. Organizational Planning and Management Skills
19. Knowledge of and Ability to Access Community Resources
20. Understanding and Management of Organizational Change

**Specific Counseling Skills Necessary to Transform the Role of the School Counselor for the 21<sup>st</sup> Century**

<b>PRESENT FOCUS</b>	<b>NEW VISION</b>
Mental Health Providers	Academic/Student Achievement Focus
Individual Student Concerns	Whole School and System Concerns
Clinical Model focused on Student Strength	Academic Focus Building on Student's Deficits
Service Provider, 1-1 and Small Groups	Leader, Planner, Program Developer
Primary Focus on Personal/Social	Focus on Academic Counseling, Learning and Achievement, Supporting Student Success
Ancillary Support Personnel	Integral Member of Educational Team
Loosely Defined Role and Responsibility	Focused Mission and Role Identification
Record Keepers	Use of Data to Effect Change
Sorters, Selectors in Course Placement	Advocators for Rigorous Preparation for ALL
Work in Isolation or with other counselors	Teaming and Collaboration with All Educators
Guardians of Status Quo	Agents for Change
Involvement with Students	Involvement with Students, Parents, Education Professionals, Community, Community Agencies
Little or No Accountability	Accountable for Student Success, use of data, planning and preparation
Dependence on use of system's resources	Brokers of services for parents and students from community resources, agencies as well as school system's resources
Post-secondary Planners	Champions for Creating Pathways for All Students to Achieve High Aspirations

School counselors are employed in elementary, middle/junior high, senior high and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

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## **Appendix I: Program Improvement Worksheet For School Counselors**

School Name: \_\_\_\_\_

Counselor Name: \_\_\_\_\_

This worksheet can be used to assess the current state of your school counseling program. Answer each of the questions. After completing the worksheet, analyze your responses with the established advisory team.

### **Foundation**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

### **Delivery System- Guidance Curriculum**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

### **Delivery System- Individual Student Planning**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

### **Delivery System- Responsive Services**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

### **Delivery System- System Support**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

### **Management**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

**Accountability**

*Major strengths*

*Items in greatest need of improvement*

*Short-range goals for improvement*

*Long range goals for improvement*

**Summary of School Counseling Program Audit**

*Prioritized list of major strengths*

*Prioritized list of items in greatest need of improvement*

### **Plan For Improvement of Overall Program**

*Prioritized short range goals and timeline*

*Prioritized long range goals and timeline*

*Potential Barriers*

*Actions to Overcome Barriers*

**Modified with permission of Moreno Valley Unified School District (2001).**

## **Appendix J: References**

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# **What The Experts Are Saying About The New York State Model...**

***I believe this book will help educate all professionals involved in the school counseling field, increase clarity of training of school counselor interns, enhance continuity in the provision of school counseling services, and be the reference of choice for school counseling professionals in the state!***

Barbara C. Trolley, Ph.D., C.R.C.,  
Assistant Professor of Counselor Education - St. Bonaventure University  
Co-author, *School Counseling Resource Manual: Practical Tools of the Trade*

***The sensitive balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels and at all times. It is an indispensable, monumental and forward-thinking position, which is irreplaceable in the education of a child.***

Stephanie Lerner, Author of *Kids Who Think Outside the Box:  
Helping Your Child Thrive in a Cookie Cutter World*

***As a school counselor in a residential setting, I was faced with a lack of structure, accountability, and programming. I turned to the New York State Model to guide me toward the type of program I knew our students and staff would find advantageous. I encourage every professional school counselor to implement the NYS Model and make your office the place where positive words are spoken and powerful programming is achieved.***

Steven M. Goldberg, MS CSC  
Hillside Children's Center Varick Campus  
New York State Outstanding School Counselor of the Year, 2004

***The New York State Model is the long-needed guideline that school counselors have sought to sustain our work with students. The information found within the covers of this book provides the framework and justification of the vital work counselors do to support and educate students. The New York State Model will be helpful to both new and seasoned counselors, as well as to administrators when designing guidance curriculum. I personally use the lesson plans provided by other counselors and find them to be successful when I teach classroom activities on academic, personal-social, or career subject areas.***

Ellen Bieber  
Middle Level Counselor  
Somers Middle School  
New York State Outstanding School Counselor of the Year, 2004